

CATHOLIC SCHOOL

Journal

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In This Issue:

Segregation is Unconstitutional

Edward A. Fitzpatrick Ph.D.

Children's Understanding of the Church

Sister M. Bartholomew, O.S.F.

Report Cards Based on Christian Social Principles

Sister M. Corita, B.V.M.

Glamourizing Rural History

Sister M. Ignatia, O.S.F.

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Two new books, in the new Catholic Social Studies Series, are *World History* and *American History*. The former was an instant success and *American History* promises to surpass the fondest hopes of everyone. It will be ready in January 1955.

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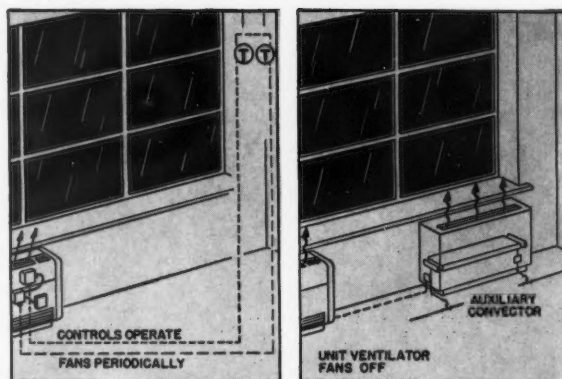
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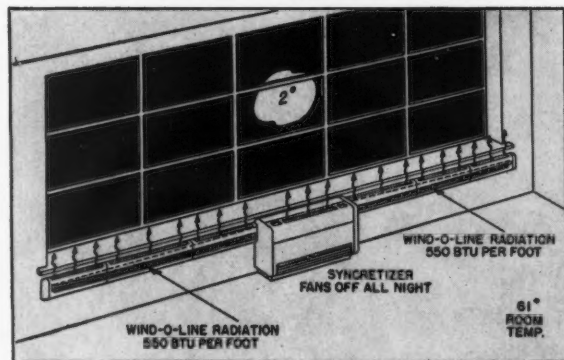
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THE CATHOLIC SCHOOL Journal

Volume 54

Number 7

September, 1954

A New School Year

In the two months since we wished you a happy vacation we have been assembling the thoughts of many educators on many problems. We have presented as many as we can in this issue — with plenty left for the months ahead.

* * *

The outstanding educational event during the summer was the unanimous decision of the U. S. Supreme Court declaring segregation of races in public schools unconstitutional. The editor analyzes this momentous declaration in the first article of this issue.

* * *

In the second article, Sister Bartholomew gives us the results of her special study of how to teach children to know and appreciate the Church as the Mystical Body of Christ.

* * *

Then Sister Corita tells us all about the new kind of report cards which have been adopted in the Archdiocese of Chicago and elsewhere.

* * *

For lack of space, we pass over many important articles to call attention to the outstanding new St. Joseph's High School at South Bend, Indiana, described on pages 239-243. The administrators and the architects have put just about everything necessary into the plans.

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Evaluation of Audio-Visual Aids

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The **Fundamentals of Geography** is a series of filmstrips considering the following topics: *The Solar System and the Universe; The Earth on Which We Live; The Earth and Its Motions; Latitude, Longitude, and Time; Maps, Globes, and Graphs; Violent Forces of Nature; Air and the Weather; Land Areas and Land Formations; The Waters Around Us.*

The objectives of this set of filmstrips, **The Fundamentals of Geography**, may be listed as follows:

1. To understand how the natural features and resources of the earth affect man's ways of living.
2. To understand and use the resources nature has provided in different parts of our world.
3. To help our pupils understand the world in which they live so that they may become useful and intelligent citizens.
4. To secure a better knowledge of the fundamentals of geography.

This series of filmstrips lends itself readily to integration with the other courses of study in our curriculum. It has a very close tie-up with science and mathematics. It correlates with the language arts and allows opportunities for work in the field of art. The teacher will realize that not all phases of geographic knowledge are covered by these filmstrips. It is hoped that this series will serve as a stepping-stone to further and more intensive and extensive study and research in what is a fascinating field of human knowledge.

THE CHRISTOPHERS

18 East 48 St., New York 17, N. Y.

Father Keller's group has produced another outstanding film **All God's Children**. This movie emphasizes the need for many more teachers of character and importance.

ENRICHMENT RECORDS

246 Fifth Ave., New York 1, N. Y.

This film has available a series of records based on "Landmark Books." There is a teaching guide for each title. The records are both standard and longplay records. Each dramatization plays about 15 minutes. These are some of the titles now available:

George E. Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

Voyages of Christopher Columbus

Adapted from the Landmark Book* by Armstrong Sperry. Hear Columbus gain the support of Queen Isabella and secure ships and crews for the trip. Re-live the fearful voyage across the Sea of Darkness with mutiny hanging in the balance. Land Discovered! Success! Tragic later life. (15th Century Te Deums.)

Landing of the Pilgrims

Adapted from the Landmark Book* by James Daugherty. Listen in to Captain Standish, Governor Bradford, John Alden, soft-spoken Priscilla, and other pilgrims decide to leave England . . . later Holland. Come aboard the Mayflower for that perilous trip. Join the first Thanksgiving and witness the establishment of freedom in the New World. (Authentic hymns and music.)

California Gold Rush

Adapted from the Landmark Book* by May McNeer. Gold discovered on Sutter's Ranch! Hear the cry of gold fever spread 'round the world. Join the rush to California by groaning prairie schooner . . . in creaking sea-swept ships. Listen while the forty-niners portray the social significance of this great event which opened up the West. (Stephen Foster songs of the period.)

Riding the Pony Express

Adapted from the Landmark Book* by Samuel Hopkins Adams. Hear how riders were recruited . . . their solemn oaths, "The Mail Must Go Through." Listen in to the riders shooting it out with the Indians . . . galloping through snow-filled passes. Financial trouble for the owners. Last days of that venture which united the East with the West. (Stephen Foster songs and Indian music.)

Paul Revere and the Minute Men

Adapted from the Landmark Book* by Dorothy Canfield Fisher. Listen to French-

born Apollos Revere instill love of freedom into his young son, Paul. Attend, with Paul, the Sons of Liberty "underground" meetings . . . the Boston Tea Party. Hang the lanterns, steal across the Charles River, and gallop into the night for that famous ride. (Soldiers' songs of the American Revolution.)

Our Independence and the Constitution

Adapted from the Landmark Book* by Dorothy Canfield Fisher. Thrill to the noisy spirit that forged a new country. Hear the delegates arrive in Philadelphia . . . the fervent voices of Franklin, Hamilton, Jefferson, Washington, and the others proclaim for freedom . . . the voice reading the Declaration of Independence . . . the Bell. Eleven years later our Constitution framed. (Authentic Colonial songs and music.)

Building the First Transcontinental Railroad

Adapted from the Landmark Book* by Adele Nathan. Hear the Big Four plan tracks east from Sacramento . . . Abe Lincoln inspires the Union Pacific to start west from Omaha . . . exciting days of construction . . . Crocker's "Pets" vying with the U.P.'s Irishmen . . . the Golden Spike. A great episode that helped unite our country. (Work songs and music of the period.)

Wright Brothers: Pioneers of American Aviation

Adapted from the Landmark Book* by Quentin Reynolds. Listen in while young Orville and Wilbur build a new kind of sled-less wind resistance . . . kites . . . gliders. Hear their dreams of flying like birds and thrill to their accomplishment of being the first to fly. Hear Theodore Roosevelt invite them to demonstrate. The beginning of our "air age." (Patriotic and religious songs. Original "air" music.)

Explorations of Pere Marquette

Adapted from the Landmark Book* by Jim Kjelgaard. Hear the arrival of Father Marquette in the New World. Paddle with him and Louis Joliet down the surging

(Continued on page 6A)

Audio-Visual Aids

(Continued from page 5A)

river waters . . . meet hostile Indians . . . conquer unknown rapids. Thrill to their realization that the Mississippi River flows south — not west as was thought. A great discovery in the development of our country. (Voyageurs' songs and authentic Indian music.)

Lewis and Clark Expedition

Adapted from the Landmark Book* by Richard L. Neuberger. Listen to President Jefferson lay the plans . . . exciting load-

ing of the boats . . . the struggle over unknown rivers — through unmapped country . . . a hunt for bear meat . . . encounters with Indians. Be the first, with the Lewis and Clark party, to sight the Pacific — to discover what lay west of St. Louis. (Songs of Eastern Colonies, French Trappers.)

Monitor and the Merrimac

Adapted from the Landmark Book* by Fletcher Pratt. Hear how inventor John Ericsson gave the U. S. Navy plans for the iron-clad Monitor . . . the hundred tense days of building her . . . Lt. Worden launch her. Board the Confederate Merrimac for the violent battle off Hampton

Roads. Listen to President Lincoln award citations. A strategic Civil War episode lives again. (Civil War songs and music.)

Lee and Grant at Appomattox

Adapted from the Landmark Book* by Mac-Kinlay Kantor. Listen to two generals map strategy with their men to save needless bloodshed . . . the tense exchange of notes, which gives insight into the character and humanity of two great Americans . . . near battles between . . . the dramatic meeting at Appomattox Court House . . . and final negotiations that turned an American tide in a manner which prevented a blot on our country's history. (Civil War songs and music.)

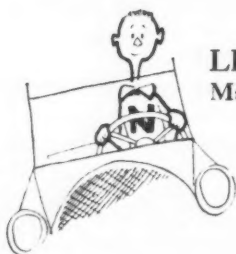
A long life . . . and a happy one

for the teen group is the aim of two new high-school texts being introduced this fall.

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A textbook for courses in driver education that concentrates on the development of **good attitudes** and **good judgment** behind the wheel and gives plenty of real-life driving situations.



Information about these two up-to-the-minute texts can be obtained from The Catholic Schools Department
Edward J. Fletcher, Manager

SCOTT, FORESMAN AND COMPANY

Chicago, 11, Atlanta 5, Dallas 2, San Francisco 5, New York 10

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Chicago 14, Ill.

This company has released a series of four 35mm. filmstrips in color under the title **The West**. The individual films are: *Coast Lands of the Northwest* (44 frames); *Valleys and Coast Lands of California* (60 frames); *Dry Lands of the West* (Southern Section) (50 frames); *Dry Lands of the West* (Northern Section) (50 frames). They are suitable for the intermediate grades, high school, college, and adult groups.

Series Content:

Coast Lands of the Northwest depicts the activities of the people of the northwest that live near the coast in the Willmette Puget Sound Lowland between the Cascade Range and the Coast Ranges.

Valleys and Coast Lands of California. Life in the productive valleys and coast lands of California, including the Great Valley. Shows how the mountains affect the climate and industries in these regions.

Dry Lands of the West (Southern Section). Typical scenes point out why this region is sparsely populated. Attention is called to the ranches, mines, irrigated farms and wonderful scenery of this region.

Dry Lands of the West (Northern Section). Shows the variety of occupations found in this section, with emphasis on ranching, mining, and farming.

Utilization:

This series of filmstrips, correlated with the Rand McNally *Geography of American Peoples* by McConnell, is highly recommended for presenting a clear, motivated, organized, and comprehensive explanation of how people live in the West. The series is also excellent for stressing the relationship between the historical development and contemporary living of the West. Ideal

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(Concluded on page 8A)

Johnny...Reading...And Tomorrow

How well Johnny learns to read . . . to understand what he reads . . . to recognize its values in his work, study, and play . . . will determine the extent of his development—spiritually . . . intellectually . . . socially . . . recreationally. And reading can make of Johnny "a whole child" today trained to be "the whole man" of tomorrow—prepared for whatever role in life he chooses.

But Johnny's steps toward becoming a "whole child" and "a better Catholic" need to be guided. A proved way of meeting his changing reading needs is through the "timed" program for Catholic boys and girls that the weekly School MESSENGERS provide—on every grade level.

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Teachers depend on these proved classroom aids . . . to help correlate Johnny's everyday experiences with classroom work . . . to stimulate a desire and love for wider reading . . . to accelerate the learning process . . . to cultivate desirable social attitudes . . . to teach an appreciation for Christian social principles . . . to develop Johnny into "the whole child" who will become the enlightened Christian citizen of tomorrow.

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Audio-Visual Aids

(Concluded from page 6A)

for use as study material for all units concerned with life and work of the people. Captions emphasize words frequently encountered in geography and social studies. Excellent material for use in discussion periods and for showing: changes in the way of life of the people and also, the development of natural resources. May also be used to show the close relationship between geography and history. Good for use with any basic study of American lands and peoples.

IS THE ANSWER CORRECT?

The department of psychology at Harvard University is experimenting with mechanical and electrical devices to improve instruction in arithmetic, spelling, and reading. Professor Skinner presented a report of this work in a recent issue of the *Harvard Educational Review*.

The Harvard research workers have developed a device, still in the experimental stage, which tells the pupil whether his answer to a problem in arithmetic is right or wrong. The child answers the question by moving figures into place. The "machine" will ring a bell if the answer is correct, and clear itself for the next problem. Professor Skinner says that a device of

this sort is the answer to the criticism of teaching methods which involve a great lapse of time between "response" (the working out of a problem) by the pupil, and the "reinforcement" (the check for a right or wrong answer) by the teacher. Even the time taken by the teacher in walking up and down the aisles to check pupils' work, he says, "destroys most of the effect."

U.N. IN SCHOOL

A feature of the 92nd annual convention of the N.E.A. was a conference of some 15,000 teachers at U.N. headquarters in New York City—a meeting arranged by the N.E.A. and the U.N. Addressing this conference, Msgr. Hochwalt, secretary general of the N.C.E.A., urged the teachers to know and teach the basic moral and ethical principles of international organization.

The United Nations, he said, must stand up for the rights and dignity of the individual, the social unity, particularly that of the family, the rights and dignity of labor, the maintenance of a juridical order, and a concept of state and nation consistent with Christian ethics.

Nations, like individuals, said Msgr. Hochwalt, must win love through what they are and through the way they behave. But men cannot love what they do not know.

Other elements of international morality to be expected of diplomats, he said, "are the restoration of good faith, the rejection of expediency, consideration of the good of all nations whether large or small, and victory over the myth of force."

Important tasks for the U.N. listed by Msgr. Hochwalt are: the protection of the liberty, integrity, and security of nations; the protection of minorities; concern for the equitable distribution of wealth; and the problem of disarmament. While all of these tasks are basic, Msgr. Hochwalt stressed as most important the respect for the fundamental dignity and rights of the human person.

AN EDUCATED MAN

Speaking at the June commencement at St. Anselm's College, Archbishop Cushing listed the five marks of an educated man according to Nicholas Murray Butler, to which he added two of his own. The seven are: (1) Habitual correctness and precision in the use of his mother tongue. (2) A refinement of manners. (3) A habit of reflection. (4) Exercise of the power to grow intellectually and spiritually as well as physically. (5) The power to produce, to "get things done." (6) Devoutness. (7) Generosity.

Elementary Science: All About Water

Paper, 23 pp. Published by Harris Teachers College, St. Louis, Mo.

This science guide, prepared by a science committee under the direction of Dr. John Whitney, of Harris Teachers College, offers constructive suggestions for planning and conducting an elementary science program.

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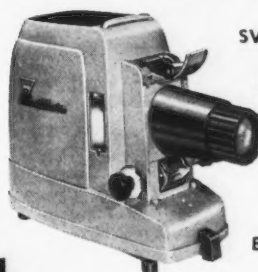
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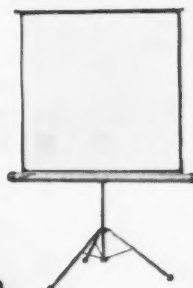


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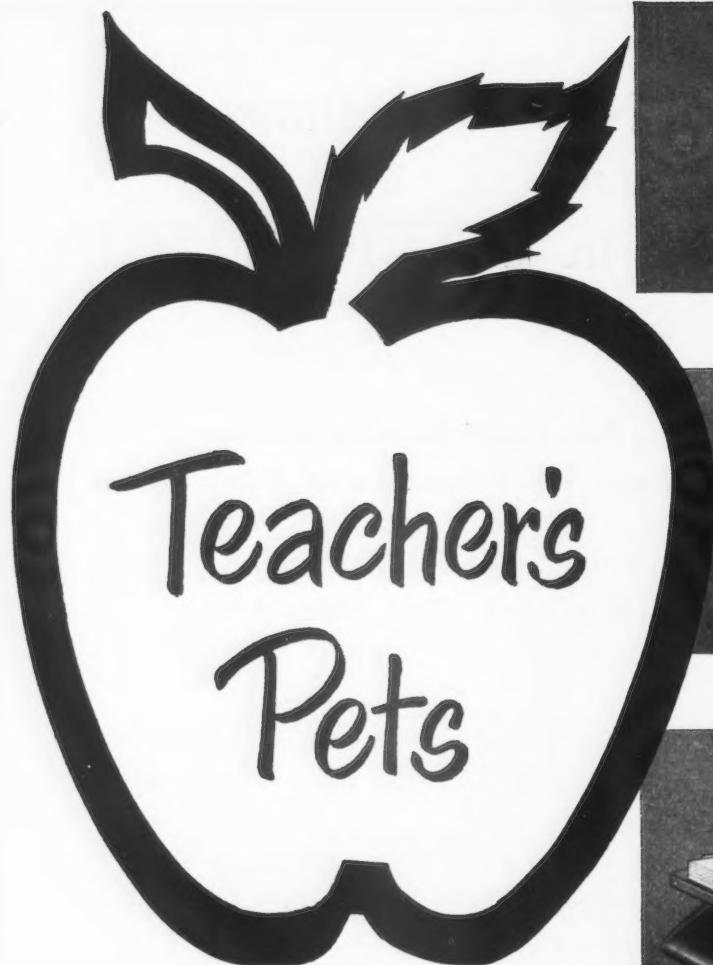
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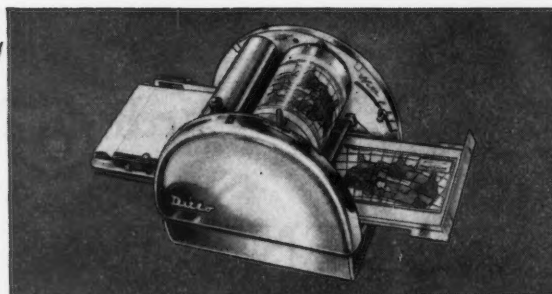
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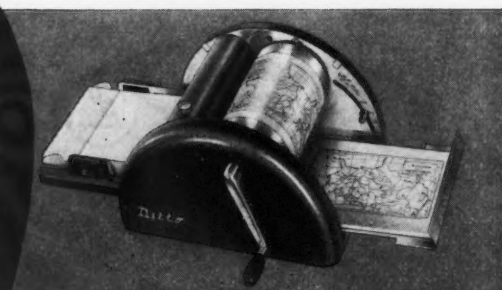
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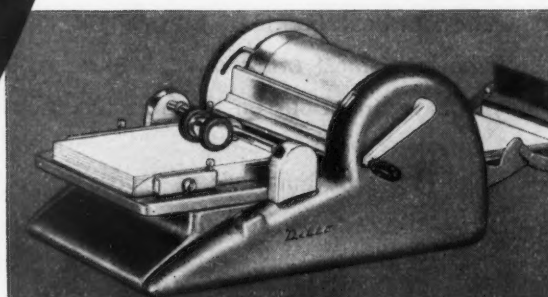
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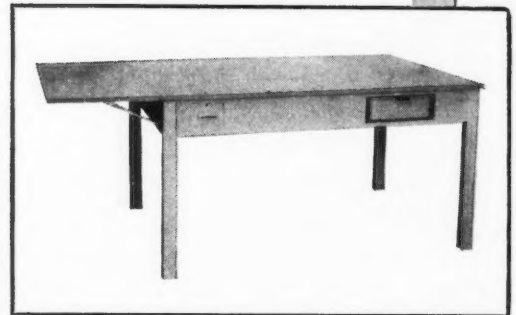
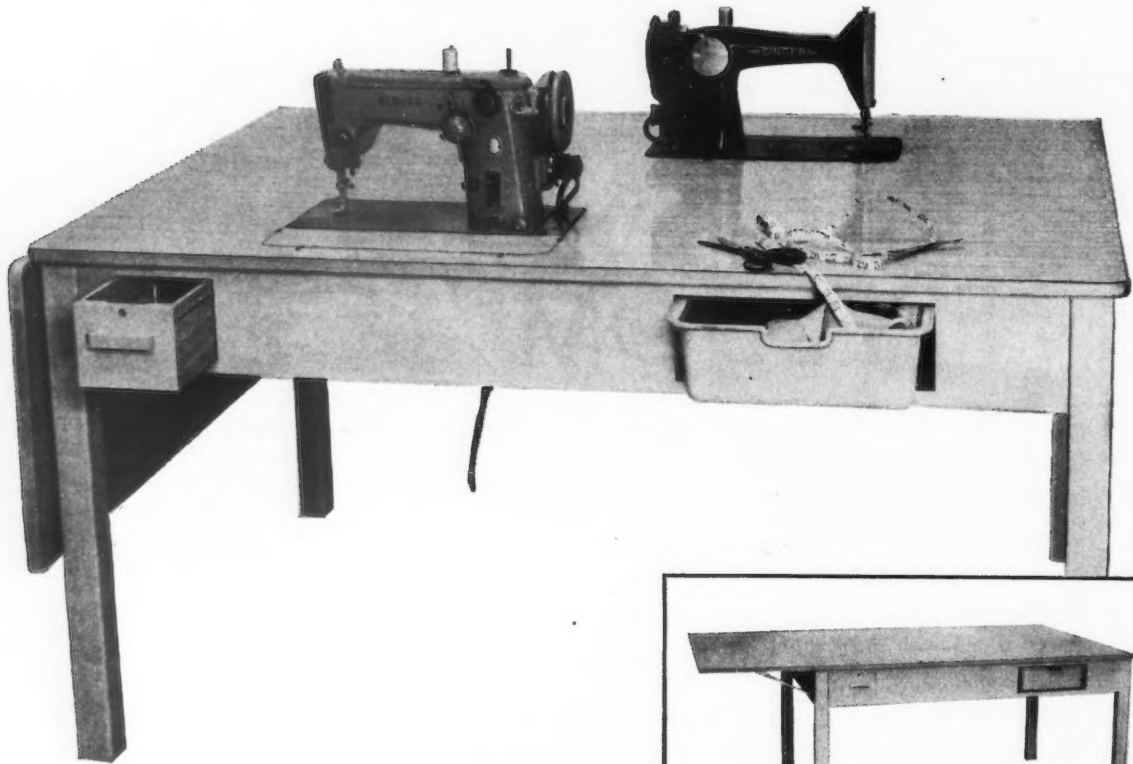
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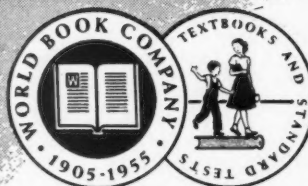
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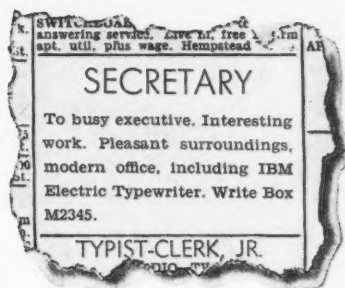
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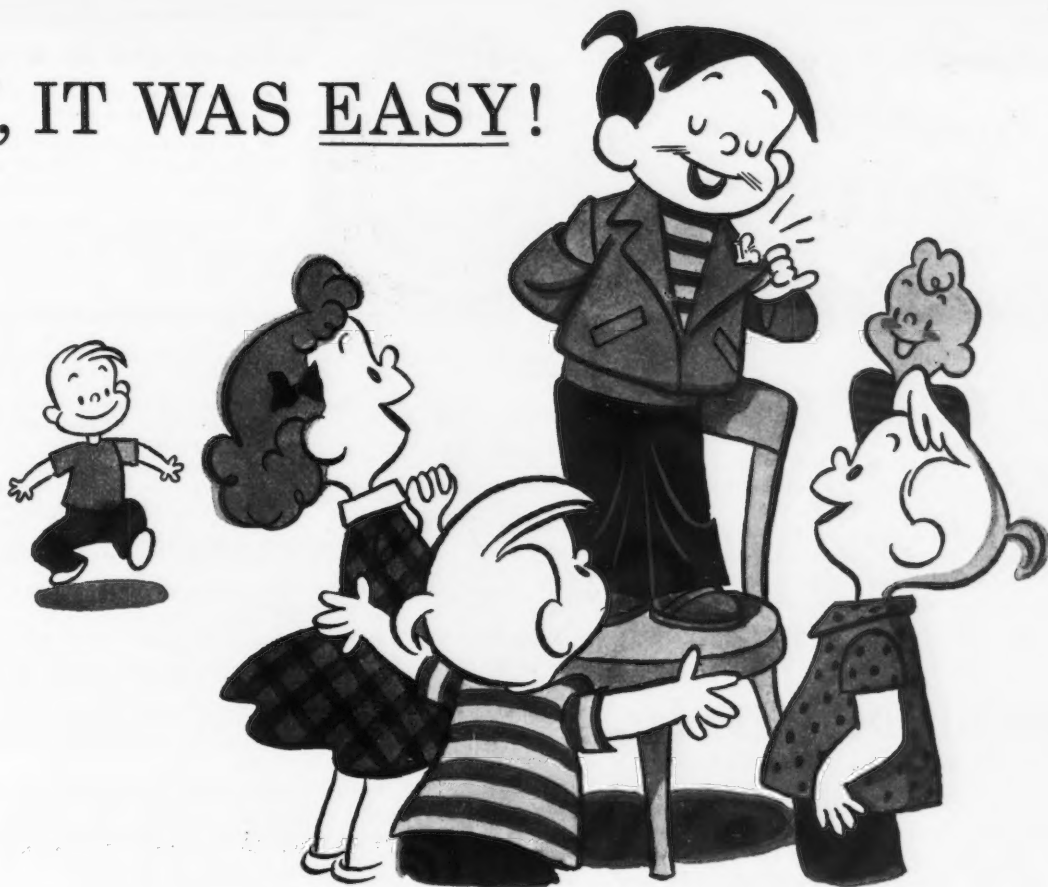
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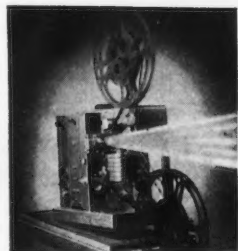
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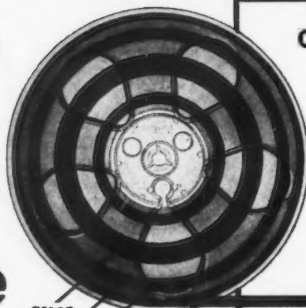
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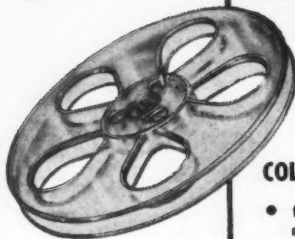
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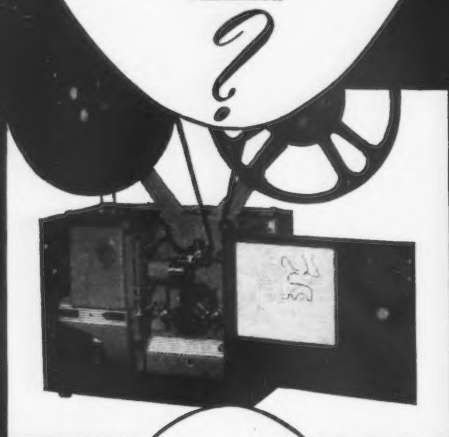
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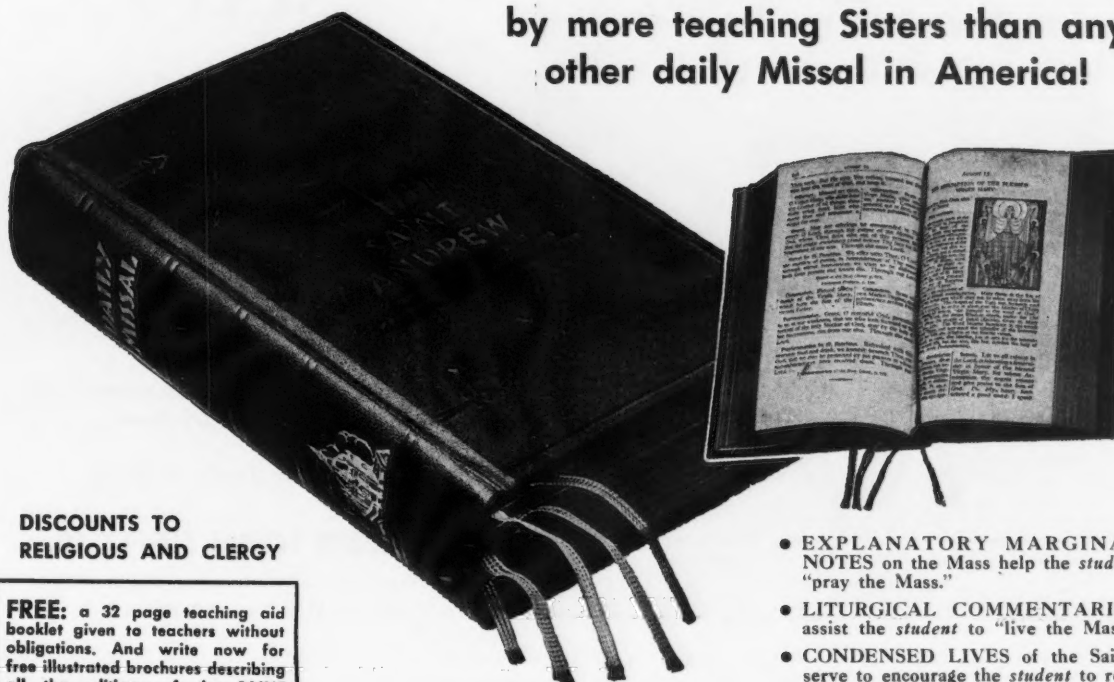
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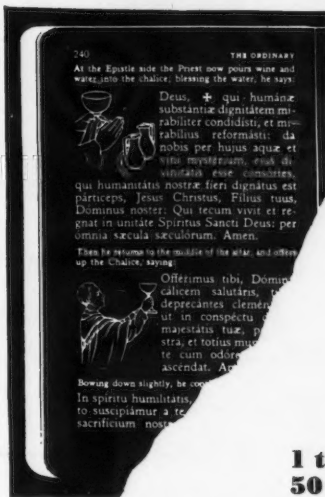
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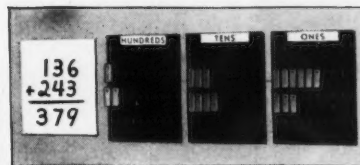
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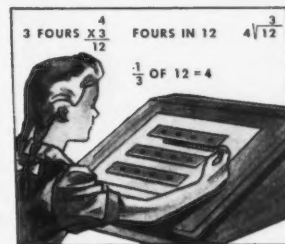
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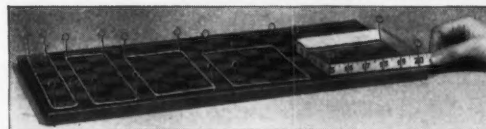
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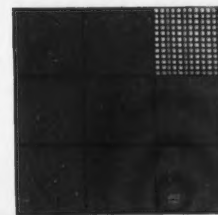
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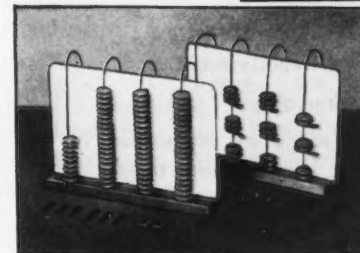
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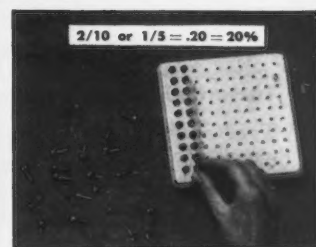
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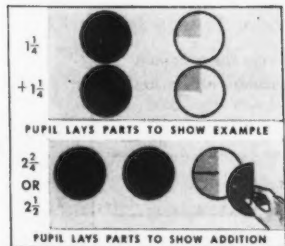
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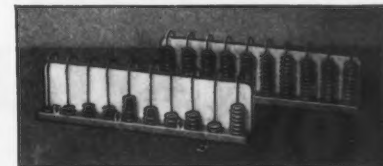
Five cards providing visualization of place VALUE in decimals. Set provides a card for 1 whole, a decimal point, and cards to show VALUE of tenths, hundredths, and thousandths' places.

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Segregation is Unconstitutional: United States Supreme Court

The United States Supreme Court declared on May 17, 1954, that segregation in public schools is unconstitutional. It was a unanimous decision. Among court decisions affecting public education it takes rank with the *Kalamazoo* decision (1872) which determined that the whole field of education was within the scope of public educational authority.

While the Catholic schools are not legally bound by the decision there will be tremendous social pressures operating to maintain the present pattern or to go over to the new one. The Supreme Court itself recognized the difficulty of making such a radical adjustment in the southern states by returning the cases to the calendar for further consideration after having determined the basic principle of nonsegregation.

Judicial Decisions in Advance of Social Readiness

Where legislative action or judicial decision aims to create new social patterns contrary to long established customs, tied up with deep attachments and explosive emotional potentialities there is danger of what amounts to the nullification of the law or widespread evasion. In the matter of prohibition, we have had an example in our own lifetime. The action of the Court was undoubtedly to prevent such a result—in fact the Court's action aimed to secure the co-operation and "full assistance of the parties in formulating decrees" on the questions originally propounded by the Court: They were questions four and five:

**Edward A. Fitzpatrick,
Ph.D.**

Editor of "The Catholic School Journal"

4. Assuming it is decided that segregation in public schools violates the Fourteenth Amendment (which was what was decided)

a) Would a decree necessarily follow providing that within the limits set by normal geographical school districting, Negro children should forthwith be admitted to schools of their choice or

b) May this Court in the exercise of its equity powers permit an effective graduated adjustment to be brought about from existing segregated systems to a system not based on color distinctions.

5. On the assumption on which questions 4 a and 4 b are based, and assuming further that the Court will exercise its equity power to the end described in question 4 b,

a) Could the Court formulate detailed decrees in these cases;

b) If so, what specific issues should the decrees reach;

c) Should this Court appoint a special master to hear evidence with a view to recommending specific terms for such decrees;

d) Should this Court remand to the courts of first instance with directions to form decrees in these cases, and, if so, what general directions should the decrees of this Court include, and what procedures should the courts of first instance follow in arriving at the specific terms and more detailed decrees.

It is of the utmost importance that Catholics should understand exactly what was decided and the basis of the decision. In view of the fact that the decision is based on "intangible" factors in education, Catholics may be interested in further ramifications of this order of thinking in legal decisions. At any rate, the present problem for Catholic education is not legal but moral.

The U. S. Supreme Court's Decision

The exact language of the Court in its decision is as given at the beginning of the discussion, posing the question as follows:

"We come then to the question presented: Does segregation of children in public schools, solely on the basis of race, even though the physical facilities and other tangible factors may be equal, deprive the children of the minority group of equal educational opportunities? *We believe that it does.*"

And in concluding the discussion the Court says:

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore we hold the plaintiffs and others similarly situated for whom the action has been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment."

Old Acquaintance

— Sister Philomena Mary
Sisters of the Holy Names
of Jesus and Mary,
Montreal, Quebec

Autumn is only sweet Summer,
Bright Summer in crimson and gold,
Dear Summer whose hair is just turning,
Fair Summer who's just growing old.

Autumn is still the sweet lady
Who softly came stealing in May,
Simple, in green, and shy, and young,
Smiling in glee on her way.

She came with the perfume of roses,
Violets grew where she trod,
She laughed and the robins warbled,
Her joy was the mirror of God.

But now o'er the rustling carpet
Of yellow and russet and brown,
Stately her gait and pensive,
Fragrant with incense her gown.

The breezes go merrily playing,
Teasing her, tossing her hair;
She answers by stirring the fragrance
Of fallen leaves into the air.

Apples with pleasure blushed rosy
When to kiss them she graciously bowed,
Scattering o'er them her jewels:
Pearls from the heart of a cloud.

Autumn is brave and majestic,
In triumph she bends o'er the land,
Munificence clothes her in grandeur,
The harvest is hers to command.

O fair Lady Autumn, I love you,
Your beauty is better than gold;
You are still gentle Spring and sweet Summer
In bounty and love growing old.

The "Separate But Equal Doctrine"

The Court has held in 1896 in the *Plessy v. Ferguson* case (Vol. 163 U.S., P. 537) that equality of treatment is accorded when the races are provided substantially equal facilities, even though the facilities be separate. This is the "separate but equal" doctrine that has been the law for 58 years. In three of the four cases decided in this decision, in a federal district court, the relief asked for was denied because of the equality of the facilities and in the fourth case it was granted because the facilities were unequal. In short, the doctrine of "separate but equal" was at the basis of the lower courts' decisions.

The Court covered exhaustively the history of the Fourteenth Amendment, but the history was inconclusive. An additional reason for the inconclusive nature of the Amendment's history with respect to segregated schools was the status of public education at the time. Because of the rudimentary character of public education as described, it is not surprising so little was found about the effect of the Amendment on public education.

Previous Judicial Decisions

In the decisions of the Court prior to the appearance of the "separate but

equal" doctrine the Court notes that there was proscription of "all state-imposed discriminations against the Negro race." Now, however, the clock cannot be turned back to the year the Amendment was passed, 1868, nor the year when the "separate but equal doctrine" was promulgated. After some interesting comments on the state of public education in the past, the nature of education itself, the basis of its decision in past cases, the Court proceeds to the present decision. It is noted that in admission to a law school "the Court relied in large part on those qualities which are incapable of objective measurement, but which make for greatness in a law school." In a case of a graduate school student the court again "resorted to intangible considerations: his ability to study, to engage in discussions, and in general to learn his profession." The Court approved the language of a decision of a Kansas case in which the lower court felt compelled however to rule against the Negro plaintiffs:

"Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority

affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system."

Waiving aside for the moment all legal and even social issues, it is of the very nature of public education that all persons should be equally admitted to its opportunities who are capable of profiting by them; i.e., elementary school children cannot be admitted to a graduate school.

The Judicial Scope of "Intangible" Social Conditions

The interesting point about this decision is that it is based not so much on judicial principles but on social facts — and the specially interesting thing to Catholic educators is that the facts are of an intangible character. Are there other problems of education, say of the enforcement of compulsory education laws, where intangible factors may enter into decisions? Accepting certainly as an ultimate principle, nonsegregation, have we here a decision in which sociological jurisprudence is wandering off into an area of new judicial principles to achieve a desirable social end?

Children's Understanding of the Church

How well equipped is the average graduate of our Catholic elementary schools to meet the challenging question that he encounters soon or later in his life: "Just what is the Catholic Church?" Is his belief firmly rooted in personal conviction? Is his knowledge synthesized into a set of clearly defined principles which form the basis for Christocentric living and vitalized Catholic action? Or is the learning which he has amassed while in school merely an accumulation of static facts which time must slowly, but inevitably, erase from memory? These are but a few of the intriguing questions which the writer hoped to solve by means of an investigation which made the children themselves the subject of inquiry.

Statement of the Problem

The investigator attempted to ascertain: first, what concepts of the dogma of the Church certain parochial school children at the eighth-grade level possess; second, what understanding these children have of certain desirable attitudes and practices which characterize active participation in the life of the Church.

History of the Dogma of the Church

Obviously enough, the teachings of the Church on the subject ought to be the criterion of such a study. Consequently, the writer briefly traced the development of the dogma of the Church from its origin by its divine Founder, Christ, until the present day. A close perusal of His parables and His teachings about the "Kingdom of God," make it evident that the Church is a

Sister M. Bartholomew, O.S.F.

St. Wenceslaus School
Milwaukee, Wis.

society, with an external, hierarchical organization, characterized by an internal, intimate union which binds God and man into one supernatural entity. Christ endeavors to bring home the reality of this union by His parable of the vine and the branches, and leads it to a climax in His remarkable utterance, "... that all may be one, even as Thou, Father, in Me and I in Thee, that they also may be one in Us."²

This mystical union is emphasized especially by St. Paul who adopted the doctrine of the Church as the Mystical Body for his own particular apostolate.

In the sixteenth century, however, the Protestant heresies created a special danger. Their denial of the visible character of the Church of Christ, and their insistence that there was no need for belonging to a church with a hierarchical constitution in order to attain salvation, was a challenge to traditional Catholic theology and to the doctrine of the Mystical Body. Consequently, great stress was laid on the visible, tangible aspects of the Church. Her juridical nature, that is, her external organization was emphasized at the expense of her dogmatic aspect, which deals with her inner being and life. The famous definition of the Church formulated by St. Robert Bellarmine, which has constituted the basis of the one used in the *Baltimore Catechism*, now reflects this emphasis.

Today, however, there is a tendency to deny the existence of a supernatural order, so that there is a growing need

for stressing the supernatural or divine aspect of the Church. Characteristically, the Holy Father, the highest teaching authority of the Church, has responded to this need by issuing a special encyclical entitled, "*Mystici Corporis*,"³ (On the Mystical Body of Christ). In it, he authoritatively asserts:

If we would define and describe this true Church of Jesus Christ . . . which is the One, Holy, Catholic, Apostolic, Roman Church . . . we shall find no expression more noble, more sublime, or more Divine than the phrase which calls it the Mystical Body of Jesus Christ.⁴

In 1941, the revised edition of the *Baltimore Catechism* contained a new question which stated:

Question: Why is the Catholic Church called the Mystical Body of Christ?

Answer: The Catholic Church is called the Mystical Body of Christ because its members are united by supernatural bonds with one another and with Christ their Head, thus resembling the members and head of the living human body.⁵

In order, then, to have a knowledge of the Church which may be considered adequate, both aspects ought to be included: not only that which is outward and visible, but also that which is inward and invisible—her spiritual and supernatural aspect.

Establishing a Norm

In determining whether or not the children's understanding of the Church was adequate, it was necessary to decide upon some norm for evaluating the responses which they made. Doctrinal material derived from Church Councils, the Catechisms used in the schools, the writings of theologians and doctors of ecclesiastical literature, and the encyclicals of the popes were consulted. A summary of the knowledges which might be regarded as basic for a proper understanding of the dogma of the Church was drawn up. These concepts, for the sake of brevity, will merely be listed here.

²Pope Pius XII, *Mystici Corporis Christi*. National Catholic Welfare Conference Edition, Washington, D. C.: N.C.W.C. Publications Office (1943).

³*Ibid.*, par. 13.

⁴Rev. Michael McGuire, *New Baltimore Catechism*. Official Revised Edition, Ques. 169 (Chicago: Benziger Brothers, Inc., 1941).

¹This is an abstract of an unpublished thesis entitled, *Children's Understanding of the Church*, submitted to the faculty of the graduate school, Marquette University, in partial fulfillment of the requirements for the degree of master of arts

⁵Jn. 18:20-23.



Pope Pius XII reaches from his chair to a child who clutches his hand on the occasion of the last audience for the year 1953.

Concepts Used as a Basis for the Study

Basic Concepts of the Visible Church

1. Definition of the Church
2. Purpose of the Church
3. Appreciation of the Catholic Church as the true Church of Christ
4. The distinctive nature of the Church
5. Unity of the Church
6. Holiness of the Church
7. Catholicity of the Church
8. Apostolicity of the Church
9. Authority of the Church
10. Infallibility of the Church
11. Indefectibility of the Church

Basic Concepts of the Church as the Mystical Body of Christ

1. Definition of the Mystical Body
2. Resemblance between the Mystical Body and the human body
3. Difference between the Mystical Body and the human body
4. Reasons for calling the Mystical Body Christ's body
5. Relation of the head to the members
6. Relation of the members to the head
7. The role of the Holy Spirit in the Mystical Body
9. Resemblance between the soul of the Mystical Body and the soul of the human body
9. Conditions for membership in the Mystical Body
10. Separation of members from the Mystical Body
11. Similarity between the Mystical Body and other moral bodies
12. Difference between the Mystical Body and moral bodies

Basic Concepts Underlying Attitudes, Appreciations, and Practices

1. Charity of the members of the Mystical Body

2. Remembrance of all of the members of the Mystical Body in prayer
3. The universal brotherhood of Christ
4. Consciousness of the Apostolate of Suffering
5. Motives for choosing a life's work
6. Compassion and love for the unfortunate
7. Concept of the Church
8. The effect of good on the entire Mystical Body
9. The co-operation of the members with Christ in dispensing graces
10. The effect of sin on the entire Mystical Body
11. The hierarchical structure of the Church
12. The Mass as the Sacrifice of the whole Mystical Body

The Subjects of Investigation

The investigator visited 13 schools, in three cities, each located in a different diocese. The first city was one of the largest in the United States, the second had a population of about 600,000, and the third was a city of about 46,000 people. In all, 531 pupils participated. In the largest city, three schools were visited, in the second largest city, seven, and in the smallest city, three. The basis for the selection of these schools was the religion books used. Four different types of texts were represented. There were two kinds of question-and-answer-form catechisms; a workbook, and one which was a combination of instructional narratives followed by questions and answers.

The Procedure of the Study

The method of the investigation was

that of written tests, administered personally by the investigator, to insure greater validity and reliability. The children were assured that the tests would be scored by the investigator herself, and that the identification of the participants would remain a closed secret.

The test consisted of three parts. The first two parts were subjective, and called for terms of the doctrinal content involved in the dogma of the Church. The third part was objective, predominantly multiple choice, and was designed to obtain information regarding the children's attitudes, appreciations, and practical applications of their understanding of the Church. Some estimation of the type of questions may be obtained from the following samples:

Questions on the Visible Church — Part I

1. One church is as good as another. Explain why you agree or disagree with this statement.
2. What is the meaning of the word "Catholic" in the sentence, "The Church is Catholic"?

Questions on the Church as the Mystical Body — Part II

1. Why do we call the Mystical Body Christ's body?
2. Does Christ need the help of His members?

Questions Regarding Underlying Attitudes, Appreciations, and Practices — Part III

1. If you were drawing up a possible list of children to invite to your birthday party, which of these would you leave out: (a) a Jewish child; (b) a Negro; (c) a Protestant; (d) a Chinese child. Explain your answer.

2. Choose one answer: If a member of the Church does a good deed for someone:

- a) He benefits himself.
- b) He benefits himself and the other person.
- c) He benefits all the members of the Church.

A frequency table was constructed for the answers to each individual question. After all of the responses had been tabulated, those similar in content were grouped together under concepts of a more general nature. In order to set some standard for purposes of analysis, replies which might be considered acceptable both from the standpoint of

accuracy and adequacy were indicated by an asterisk. Those which were incomplete, irrelevant, or evidently erroneous were specified as "inadequate or incorrect answers."

The Findings

Results of the study revealed the following general findings:

1. Knowledges and understandings of the visible aspect of the Church took precedence over that of the invisible aspect. This is not too surprising, considering the fact that the former is more positively stressed in most schools than is the latter.

2. Attitudes, appreciations, and practices which refer specifically to the dogma of the Church are not always well known, whereas those which are also common to other dogmas are not only known but show some indications of being practiced. This is evinced in the children's notion of the universal brotherhood of all mankind, and race tolerance.

To merely enumerate the number of correct responses to the test questions here might be gratifying to the teachers as well as the pupils who took the test. However, it seems rather a normal procedure for a teacher who has corrected a set of tests to set aside the perfect papers with a sigh of satisfaction and relief, and then to proceed immediately to scrutinize the imperfect papers from a diagnostic point of view. There is always the prospect that, through the analysis of errors, better results may be achieved through improved teaching methods or remedial procedures. Let it suffice here, therefore, to mention that the children tested did as well as could be expected under the circumstances of the unusual type of test they were asked to take. Some did remarkably well in reasoning out answers which demanded knowledge of a practical nature.

All of the schools visited manifested evidence of good hard-working teachers, sincerely interested in spreading the kingdom of God on earth, and in imparting to their charges the truths contained in the Catechism, to the best of their ability. This was evident not only in the perfect answers to questions written by many of the children, but also in the keen interest which both the children and teachers showed in the subject of religion. The evaluation which follows, therefore, is written for the purpose of diagnosing those weaknesses for which some remedy may possibly be prescribed.

Sources of Weakness

Lack of Synthesis. Because some children see only the visible and external aspect of the Church to the exclusion of her invisible, supernatural aspect, what is sometimes purely accidental is mistaken for what is essential. Material properties of the Church such as vestments, crucifixes, and the sanctuary lamp are concentrated upon. However, not the "name on the outside," nor the "cross on top," nor even the building itself, but the living Christ and all His members within it, constitute the Church.

Lack of Retention. Catechism answers which were undoubtedly memorized at the time the Church was studied, were forgotten, either wholly or partially. An outstanding example of this is the definition of the Church which showed a general trend toward retention of some parts better than others. The significance of this finding seems to indicate that some phrases were not so meaningful, hence, more easily forgotten; also that some parts may have received more repetition than others, since mastery results from overlearning — that is,

WE NEED REAL CHRISTIANS

The scandal of large Communist numbers in the Western world is as nothing to the scandal of Christians in the twentieth century. If every heresy is the revenge of a forgotten truth, then what shall we say of that revenge which has already been wreaked by the Communist on our world at the expense of these truths which selfish Christians have chosen to forget. Their persistence in those practices and policies which have made possible widespread unalleviated poverty, the setting up of class against class, of color against color, and of nation against nation constitutes a shocking betrayal of Christianity. The judgment of God will be terrible upon such men because they have been false to the clear teachings of Christ. How can those masses of men who stand today outside the household of the Faith ever be won to Christ if they are to have the scandal constantly before them of men who profess to be Christians and yet live without any visible reaction to Christian concerns and responsibilities? — *Cardinal Spellman* (speaking in Paris, May 20).

memorizing beyond the point of one perfect recitation.

Verbalism. An obvious weakness observed in the responses was confusion of the four marks with each other as well as with the three attributes. Strangely enough, the definition for the mark "Catholic" has the highest number of blanks of all the questions on the visible Church. The attribute "infallibility" has the longest list of inadequate or incorrect answers. This may be due to the fact that the children memorize these words in lists, but do not understand them as descriptive characteristics. It is a quite common result of learning by rote — a mechanical repetition of words without regard for their meaning.

Evidence of Erroneous Concepts. Some children identified the "Mystical Body" with the "Physical Body of Christ," the "Blessed Sacrament," or something "invisible." The answers "Jesus Christ," "the pope," or "the Church" were given for the "soul of the Mystical Body" instead of the only correct answer, "The Holy Ghost."⁶ Part of this may be attributed to real ignorance; part of it may be traced to the fact that these terms were not clearly understood at the time they were studied. Had they made a vivid impression then, they would have been readily called into consciousness by the questions asked, and they would not be so apt to become confused.

Lack of Awareness of Certain Principles Conducive to Greater Spirituality. Although the children manifest attitudes of kindness, sympathy, and fraternal charity, and also a fine set of values in making a choice of their life's work, they lack a consciousness of the value of the "Apostolate of Suffering," particularly with respect to other members of the Church. Likewise, they do not seem to be aware of the effect of all of their actions, whether good or evil, on all the members of the Mystical Body. Not too many children realize the importance of the hierarchical structure of the Church, nor of the ability of each member to collaborate with Christ, in His work of dispensing graces.⁷ Closely connected with this concept is the understanding that the Mass is the sacrifice of the whole Mystical Body in which Christ offers Him-

⁶"Let it suffice to say that as Christ is the Head of the Church, so is the Holy Spirit her soul," *Mystici Corporis*, op. cit., par. 57, p. 22.

⁷"... And thus through that Church every man would perform a work of collaboration with Him in dispensing the graces of Redemption," *Mystici Corporis*, Edition by Paulist Press, New York 19, N. Y., par. 13, p. 5.



Part of the orchestra at Little Flower School, Chicago, Ill., with Sister M. Yvonne, R.S.M., who gives private lessons on the string instruments. She plays piano, violin, and cello.

self as well as His members as victims. Only a small minority of the children recognize this fact.

Educational Implications

A partial remedy for these weaknesses was sought in various elements involved in the learning process. However, to confine the causes for deficiencies in the test responses to these sources would be a one-sided view, since there are other factors of equal importance which enter into the situation. The most important of these are the textbook, the teacher, the curriculum, the method, and the pupil. Within these areas, there are opportunities for much improvement. A few of these possibilities may be summarized into the following suggestions:

1. To present the Church from both

the visible and invisible aspect so that it may be viewed in its proper perspective. This calls for the right type of textbook. A narrative explanation would be helpful in introducing the concepts involved in the dogma.

2. Since much of the interpretation of the doctrinal material is left to the classroom teacher, appropriate courses in theology ought to be provided as an adequate preparation for the teaching Sisters. Recent books on the subject contain much valuable information which is an aid to interpreting the papal encyclical.⁸

3. The children ought to become acquainted with the Holy Father's teaching on the Church by means of simpli-

⁸One which the writer found very helpful is Rev. John L. Murphy's, *The Living Christ* (Milwaukee: Bruce Publishing Co., 1952).

fied editions of the encyclical.⁹

4. Adequate time should be allotted to the study of the Church in order to do justice to the subject. This would imply a revision of the course of study.

5. Use of the unit method which organizes learning experiences into one whole, and affords an opportunity for self-activity is an invaluable aid in making knowledge of the Church practical.

6. Appreciation of the principles involved in the doctrine of the Mystical Body by the individual child is promoted by vital interest and the personal example of a zealous teacher.

An immediate consequence of the present study was the development by the investigator of a proposed unit for teaching the Church according to the doctrine of the Mystical Body.

The unit has as its basis the encyclical, *Mystici Corporis*, but it also includes all the knowledges which are contained in the *Baltimore Catechism*. In order to bring out the analogy between the Church as a body and the human body, the unit has been arranged in outline form in two columns to show parallel comparisons, whenever these are obvious. The "Knowledges" listed are the essential concepts, which, if properly understood and interpreted, should result in certain "Desired Outcomes" in the form of appreciations and attitudes. The "Desired Outcomes" are those especially mentioned in the encyclical, and are merely suggestions which can be enlarged upon during class discussions. What yet remains is the actual carrying out and putting into practice the ideas suggested. This will be largely the result of teacher-pupil planning designed to promote self-activity in the pupil.

While this plan is only a partial solution to the problem of how to make the individual child conscious of his role as a member of the Church, it is, nevertheless, a step forward to the positive development of human social life according to the Christian interpretation.

As stated by Pope Pius XII, the knowledge of the doctrine of the Mystical Body "... is a strong incentive to the performance of such good works as are conformable to its teaching."¹⁰ To live this doctrine is to cause the life of the body, which is the Church, to grow quantitatively — in membership, and qualitatively — in grace.

⁹Rev. J. H. Gillis and Rev. F. McMahon, *Our Union in and with Christ* (Antigonish, Nova Scotia: St. Francis Xavier University, 1951). Rev. L. E. Bellanti, S.J., *Heaven's Beginning* (New York: Paulist Press, 1953).

¹⁰*Op. cit.*, *Mystici Corporis*, par. 1.

Report Cards Based on Christian Social Principles

Reports to parents about their children's progress have undergone great changes during the past several years. During World War II and the years immediately following, requests to principals for information regarding character traits of former pupils were frequent. The Federal Bureau of Investigation, the defense plants, the U. S. Treasury Department, and other agencies were interested in knowing more about growth in desirable habits and attitudes of persons applying for positions. Aptitude and achievement tests could show scholastic ability, but only the school records could supply the all important information of desirable growth in religious, social, work, health, safety, and study habits.

In 1948, Rt. Rev. Msgr. Daniel F. Cunningham, superintendent of schools for the Archdiocese of Chicago, realizing the need for a change in the traditional report card, appointed a committee to study the present status of school reports by considering: 1. recent literature and research on the subject; 2. a survey of the report cards currently used in 50 educational systems throughout the country. About half of this number were from Catholic school systems. The information thus obtained served as a guide and source of reference for formulating a report card that would evaluate growth in terms of the whole child—the development of Christian character, as well as progress in subject matter and skills.

It has been argued with telling effect that the Catholic school in America has followed the false philosophy that the most important thing about education is *information* or the acquisition of knowledge. The Catholic school has been declared a failure by some critics almost in the same degree as the secular school, because it did not achieve the

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primary and most important aim of education, which is *formation*, or the building of Christlike character. The Chief Shepherd of the Church, Pope Pius XI, however, made the primary aim of all education crystal clear when he wrote: "There can be no ideally perfect education which is not Christian education," and then added: "The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is, to form Christ Himself in those regenerated by Baptism." (Encyclical: *The Christian Education of Youth*.)

Defects of the Old Reports

The old reports gave about nine tenths of their attention to the information-progress of the child, and the one tenth that was devoted to character appraisal was negative, that is, a child's behavior was judged with a mathematical measure as good or bad with no hint to the child, or his parents, as to why it was good or bad, and how it might be improved. The new report card at least gives as much space and attention to character building as to learning facts and skills, and it drops the indefensible business of measuring human character as one counts pennies in a dollar.

Another reason for the change is that the old system of marking and grading the information-progress of the pupil is psychologically bad for the elementary school child. In the old system numbers from 1 to 100 were used, or the letters A, B, C, D, E, F, and

these letters had numerical values, such as: A — (93-100); B — (85-92); *et cetera*. It is recognized that this grading method is injurious to the elementary school child because it pits the child against his class.

This is basically a competitive marking system, but competition is *unfair* where the children who are competing against each other for the marks of a class have different levels of native ability. Let us refer to the familiar Gospel parable of the talents. A child gifted by God with five talents can earn by competition an A or a 100 in using only three of his five talents. The other child with one talent may make an heroic effort to do the work of the class but in comparison with his classmates may get 65 and fail. *This is injurious to the character formation of the talented child, and it is an injustice and may be injurious to the hard-working, less-talented child.*

This outmoded system is harmful to the elementary school child because that child is still tender and in formative years. He needs protection and encouragement. His spirit may be broken for life if he is exposed prematurely to the cold and brutal experience of unfair competition. Child psychologists tell us that children whose self-confidence, spirit, and courage are crushed or broken in tender childhood rarely recover, and usually remain pitifully weak personalities throughout life.

Educationists also give impressive figures to indicate that the two classes of students for whom the American schools provide the poorest education are the highly gifted and the least gifted. These two groups are often neglected in school. The traditional percentage marking system fits perfectly into this bad educational planning because it lets the bright student earn top honors with-

out working, and gives a failure mark to the slow student after he has worked his heart out.

The New Marking System

What then is the new marking system? It is found at the bottom of the academic progress side of the report card under "Meaning of Marks." These new marks are the letters E, V.G., G, L, S, and U. How are these used? The school, through the use of general ability tests, which are now considered essential, classifies each pupil according to his native ability.

John is found (*by the inscrutable providence of God, not by the superiority of his parents*) to have the native ability of five talents. Jim has one talent; Mary has three talents. These three may be of the same age and in the same class. But they do not earn their marks by competing with each other. The quality of each one's school work is judged against the background of his native ability. John may be ahead of Mary, and far ahead of Jim in his studies, and on a percentage basis would easily get the highest mark in the class. But in the new system John may get a G or even a U because he has failed to work up to his capacity. He will earn an E only when he has done the quality of work which, with five talents, he can do. In other words, John will win an E, not in competition with less gifted classmates, but only in self-competition.

Mary with three talents has average or G ability but by extra hard work may occasionally earn a V.G. Jim with one talent will not be able to produce average or G quality work, but if he does his best he will earn an S which is a good mark for his level of ability. By being lazy Jim may drop to a U and by extraordinary application in a particular subject he may even rise to a G.

Explanation of the Letters

E — Outstanding achievement, a rare mark, indicates an exceedingly high quality of work. If a child's work is of exceedingly high quality; if his assignments are completed on time; if he contributes to class discussions, undertakes extra work in addition to assignments, he earns the rare mark of outstanding achievement.

V.G. — Above average achievement, indicates very good progress, well above the usual. If a child's work is of superior quality; if he responds well in class discussions, produces neat work, completes assignments on time; if he is

eager to apply principles learned, he is making *very good* progress.

G. — Average achievement, indicates good progress for this grade. If a child meets the requirements of his grade level, if he is doing the work expected of him, he is doing average or satisfactory work. G indicates good work or mastery of the subject matter. About 60 per cent of all children have average ability. This is true in almost every classroom.

L. — Below average achievement, indicates a greater need for effort if the requirements for this grade are to be completed satisfactorily.

S — Satisfactory progress for this child. He is incapable of doing the work on this grade level, but, considering his ability, his work is satisfactory.

U — Unsatisfactory progress, indicates failure to produce an acceptable quality of work.

Key to New System

The key to the new marking system is self-competition. Every child is measured against himself when grades are assigned. *This is a thoroughly Christian concept.* In the parable of the talents Christ praised the five-talented servant, not because he did better than the three- or one-talented servant. He praised the five-talented and the three-talented servants because they made *good use* of the talents they received. He condemned the one-talented servant only because he buried the one talent. None of the servants was either praised or blamed because he had many or only one talent.

The old marking system has tended to make snobs, and lazy snobs at that, out of talented grade school children. Pride precedes the fall. No wonder the gifted child often proves a serious disappointment in later years.

Marks for Daily Papers and Tests

The supervisors have instructed the teachers to use a raw score, such as the number of items correctly completed on their daily papers and tests. Confusion follows when some teachers attempt to use percentage marks on the daily or the test papers. Moreover, teachers are advised to devise weighted tests such as are used in all good standard measuring devices.

How can a teacher provide for individual differences in a class—in a test in arithmetic, for example?

A teacher can and should provide for individual differences in her class, even if it be a large one, by including items

which challenge all groups. The distribution of items in a test of 12 items may be as follows:

1, 2, 3, 4 — Simple enough to be mastered by S pupils. These items will be of a computational nature rather than such as require reasoning.

5, 6, 7 — Challenging for the G group.

8, 9, 10 — Challenging for the V.G. group.

11, 12 — Challenging for the E group.

The last two items should be so difficult that E pupils must work to get them.

Briefly, the distribution of test items in arithmetic may be: 4 for the S pupils; 7 for the G pupils; 10 for the V.G. pupils; 12 for the E pupils. The raw score (number correct) is placed on the paper. Percentages are no longer used.

The question may be asked: Does a pupil merit an E in spelling if he has a perfect score consistently on his weekly assignments? No, for in mastering his weekly assignments he is merely doing what is expected of him. He merits an E in spelling if he: 1. consistently has a perfect score on weekly assignments; 2. meets the challenge of spelling workbook activities; 3. is able to spell correctly words in the review lessons of several weeks past, which the good teacher includes in her weekly dictation exercise. It is obvious that the child who meets these standards consistently is one of E caliber. The E is merited only after hard work. If given for less, it no longer indicates outstanding achievement.

Whenever a U is marked on the academic progress of a pupil, the character traits which need improvement are checked on the side of the report which indicates growth in desirable habits and attitudes. Moreover, an interview with the parent or guardian is requested by checking the space provided for that purpose on the reverse side of the report card. Provision is also made for filling in the date of the interview.

Arguments Against the New System

Arguments are heard against this system. For example: Children will not work hard unless they can compete for prizes and honors. The answer to that is that they (as well as their parents) are now victims of a system of education in which the selfish profit motive is a leading incentive to work.

Children can be taught to work for higher motives; for example, love and loyalty to God, accountability to God for all gifts, feelings of personal growth

and conquest, service to fellowmen, and satisfaction of achievement. These are forms of motivation. Public life in America is sadly sick because most motivation is of the extrinsic, materialistic, and selfish kind. Indeed, the Catholic school is not worth the burden of the double taxation its patrons bear if it cannot teach children to work hard for higher reasons than the secular world knows. The new report card with its new marking system is one of the answers the Catholic school is making to the criticisms that the Catholic school is not *Catholic enough*.

Objectives of Committee on Revision

All through their intensive research and work during a period of almost two years, the original committee members who worked on the revision of the old reports were mindful of the twofold injunction of their esteemed superintendent, Msgr. Cunningham. Of these injunctions, the first was to produce

something that would be comparable to the system used by the public schools of Chicago, but Catholic in its underlying philosophy. The public schools use a four-letter code which is accepted by thousands of parents whose children attend these schools, including the parents of many Catholic children who are attending public schools. The second injunction of Msgr. Cunningham was to produce an original report card based on sound Christian principles. *Guiding Growth in Christian Social Living* is the rock bottom foundation upon which the revision of the reports has been built.

Other Schools Adopt the New Reports

Many school systems throughout the country have accepted and are now using the Chicago report cards because they believe that the organization of a school system that aims to guide the growth of children in Christian Social Living would of necessity require a change from traditional report forms.

The correlation of Christian principles with the social problems of the day takes into account the significance of individual differences in children, their understandings, attitudes, and habits, as well as their knowledge and skills. Major emphasis is placed upon the cultivation of these understandings, attitudes, and skills by considering each child as a challenge, with his own God-given capacities and talents.

Many dioceses throughout the country have made substantial and valuable contributions by their curricula based on *Guiding Growth in Christian Social Living* to make the schools more truly *Catholic*. The Archdiocese of Chicago has now made its contribution to the total program of making schools more truly Christlike by new report cards solidly grounded on Christian Social Principles. Other dioceses have been quick to recognize this and have adopted the Chicago report card because it correlates with their total program of guiding growth in Christlike principles.

Home-School Relationships

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Basic to all home-school relationships is close contact between the two agencies whose common purpose it is to develop the youth of today into integrated Christian personalities. *Passé* are the traditions of a generation and more ago when a fearful child, reporting that he had been sanctioned or punished at school, received a second thrashing before any questions were asked or any teachers contacted. Today the partnership approach between home and school has replaced the old isolationist and separatist attitude.

Success in the training of youth who live by Christ's standards will be possible in these troublous times only if both the home and school make known to each other the methods by which they are developing a sense of responsibility in their charges. Such contact

will spell mutual understanding, and this understanding will spell success in home and school relationships.

Motivation

Parents and teachers need but turn to Pope Pius XI's *Encyclical on Christian Education* to find there a guiding and common purpose in their work with young people. He states that "education (the work of the home and the school) consists essentially in preparing man for what *he must be* and for what he must *do* here below, that he may attain the sublime end for which he was created."¹

¹*Encyclical on Christian Education*, Pope Pius XI, Social Wellsprings, p. 90.

In the words of the bishops of the United States, we must view the child as a "citizen of two worlds." Though we train him to be an active participant in this world's *milieu*, we know that he is destined for eternal happiness.

The joint objective of home and school is to develop the "true and finished man of character," the supernatural man who thinks, judges, and acts constantly and consistently in accord with right reason, illumined by supernatural light and the example and teaching of Christ."²

The common denominator for the

²Constitutions of the Society of Mary (Marianists), article 119.

Editor's Note. Brother Henry is an active student of the public relations of the school in all phases. His article, "All Activities Are Public Relations," in the October, 1952, issue of the *Catholic School Journal* was very well received. He is now discussing in several articles some specific relations of the schools. Here he considers home-school relationships. Later articles will be concerned with faculty-student relationships, business-industry-school relationships, and high school-college relationships.

home and school to succeed in forming this twentieth-century Christopher is also indicated by Pope Pius XI when he says that "they (the home and school) offer Christ as exemplar to the youth they educate, who is the universal model to the young in His Hidden Life, a life of labor and obedience, adorned with all virtues, personal, domestic and social."²³

Teachers and parents, though, aware that family life lastingly molds young people's tastes, temperaments, attitudes, and personalities, must further be alert to disorderly inclinations, strong temptations becoming more troublesome with adolescence and because of a wider and freer contact with other students at school. Together they must be "urgent, in season and out of season — reprove, entreat, rebuke with all patience and teaching," as St. Paul advised his disciple Timothy.

With these general principles of close contact and mutual understanding between parents and teachers accepted, it is now my intention to propose some general qualities which should characterize home and school relationships. In the last section specific applications which these parent-teacher contacts may take is submitted. Unbiased and frank answers by parents and teachers alike will be a true gauge of the merits and the deficiencies of our home and school relationships.

General Qualities of Home-School Relationships

1. The school believes that close association between the home and the school should be maintained, thus facilitating an exchange of views and confidences between parent and teacher concerning the child.

2. The school acknowledges that the home is the first school, and that the parents are the first teachers of the child.

3. The school acknowledges that its educative function is subsidiary, and complementary to the Church and the family, and that it must not be in opposition to these two elements.

4. The school attempts, through sympathetic discipline, to develop youth into integrated Christlike personalities, and to counteract contradictory standards.

5. The school is convinced that parental participation in school programs and activities serves as an effective means of parent education, in raising

standards within the home.

6. The school realizes that, along with the home, it has been remiss in not developing a keen sense of responsibility in today's youth.

7. The school realizes that good teaching is its best medium for public relations with the home; it believes that good teaching brings satisfied students, and satisfied students spell success.

8. The school co-operates with the parents in meeting their obligations to educate their children, not only in the true religious and moral education, but also in the physical, civic, and social education.

9. The school realizes that contact with parent groups is helpful in establishing a basic school policy, and of informing the professional staff of the needs of the community which the school serves.

10. The school periodically examines carefully the spiritual direction which it is giving the students to meet their future moral responsibilities.

11. The school and parents must co-operate in helping youth choose and follow a calling or vocation for which he is fitted, and in which he can best serve God.

Specific Applications

1. Do parents co-operate to the fullest in arranging for a personal conference with the teachers concerning their child's educational progress?

2. Do the parents co-operate intelligently during the personal conference by discussing the scholastic achievement, work habits, attendance, special abilities or disabilities of their child?

3. Does the school fulfill its auxiliary function to the home by removing occasions of evil, providing occasions for good in student recreation and social intercourse?

4. Does the school enlist the aid of parents in the planning, administering, and chaperoning of such co-curricular activities as athletics, dramatics, speech, musical activities, and socials?

5. Are PTA meetings used for the discussion of student problems, such as, teen-age dating, driving, drinking, reading?

6. Do parents and teachers encourage the use of spiritual helps, such as weekly confession, nightly examination of conscience, First Friday Holy Communion, membership in the Sodality, to deepen the student's sense of responsibility to his God?

7. Do parents and teachers insist that

homework, attention in class, restitution for damages done to property, individual or school or public participation in school activities are all valid responsibilities of the student?

8. Does the school establish contact with the parents of:

a) All students, to inform them of the school regulations?

b) Delinquent students, more frequently, for the purpose of ways and means to solve the problems?

c) Incurable students, to discuss separation or dismissal in view of the common good?

9. Does the school establish understanding, through the school superintendent, or with the various high school principals, for the mutual acceptance of transfer students, including problem children, in lieu of forced public school attendance?

10. Does the school send reports to parents periodically, indicating pupil progress in relation to individual aptitude and ability? Are special reports sent when situations warrant this additional contact?

11. Does the school effect good home-school relations or contact through the periodic mailing of a newsletter, informing parents of changes in personnel, curriculum, rules of discipline, and calendar events, along with items of news interest?

12. Does the school sponsor a Parent-Teacher, Home and School, Open House night?

13. Do the teachers recognize their responsibility for good public relations by appearing at and meeting parents at such meetings as indicated in No. 12?

14. Do the parents show loyalty to the school by not allowing criticism of the school, its policies, and its teachers in the home?

15. Do the teachers refrain from criticism of students and their families in their community?

16. Are parents sympathetic with school regulations regarding regularity, manner of dress, haircuts, smoking, and social events?

17. Does the school, on occasions, allow teachers to visit homes of pupils the better to understand the home situation and its influence on pupil achievement?

18. Does the school faculty express its sympathy to students, and/or parents on the occasion of death in the family?

19. Does the school use a "parent talent file" for auxiliary services or for assistance in time of need?

²³Ibid., p. 120.

A Prospective Teacher Sees Her Classroom

What kind of classroom do I, as a prospective teacher, hope to have? What kind of children do I want my pupils to be? What are my hopes and fears about teaching? How can a beginning teacher make school life happy for herself and her pupils? These questions often run through the mind of the student teacher.

Since she plans to make teaching a career, the future teacher likes teaching, loves children, and has the best interests of the children at heart. She herself is, or tries to be a person who has a well-balanced personality, and who is enthusiastic and willing to work. With all these considerations backing her what must she do in her classroom?

First Impressions

The teacher must set the keynote in her classroom on the first day of school. First impressions are lasting impressions, and if the beginning teacher makes school a worth-while and pleasurable event on the opening day, she will have assurance to continue. Children should not feel that the teacher is an ogre nor at the same time that she is an equal, in the sense that they can rule her, but they should be able to look to her as their guide and friend in social matters as well as in educational matters. By making children feel at home on that first day, by planning well, the teacher may give her pupils a glimpse of the true joy they can find in living and working with others.

Schooltime will be a joyous part of every child's life if he can come into a room where the children are happy because they have learned unselfishness, courtesy, and amiability toward all. If each child feels that he is an important cog in the wheel of daily activity, he will be more secure emotionally and mentally.

Careful Assignments

Since all children are not equal in

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their abilities, it is the teacher's part to assign to every child some task in which he will succeed. Some achievement for each child will sustain the morale of the entire class as well as the interest of the individual child.

Since the emotional health and attitudes of each child in a class may influence the emotional atmosphere of the entire class, and the ability of the children to work well, it is important for the teacher to have specific means to produce good emotional health. Ridicule, fear, sarcasm, and excessive competition should never be motivating factors in any classroom.

Intelligent Motivation

Since a lack of purpose is one of the chief causes of maladjustment, the children should be given certain goals to achieve and the guidance necessary for the attainment of these goals. For example, children should be taught a practical use of their knowledge from each day's lesson so that they will realize learning is something valuable. If a teacher can convince her children that whatever they learn will be an aid to them in some way, especially in their present situation, they will take a more active interest in learning and will utilize what they have learned in their everyday life. School will be a real adventure for each child and consequently the classroom will be filled with an air of genuine and keen enthusiasm. The teacher may bring about this active interest by carefully planning her subject matter, by correlating well, and by giving and having children give practical ways of using their knowledge.

With a fresh viewpoint the prospective teacher is conscious of the latest methods of teaching and discipline and

yet does not wish to experiment too readily on her new class lest there be catastrophe. She wishes each child to feel his own importance as an individual pupil without minimizing the importance of the class as a unit working together to achieve individual and collective ends.

The prospective teacher looks ahead with eagerness into her future classroom, hoping to make her pupils happy and well adjusted in their school life by relieving the tensions of the old-time classroom. She believes in "sparing the rod," but not in spoiling the child. By a correct adaptation of modern methods of teaching, by sympathy and understanding toward the children, and by healthy classroom activity, the teacher of tomorrow can make her classroom a habitation for real joy in learning.

Concerning her pupils as individuals, the prospective teacher wants each child to be self-controlled yet expressive, happy yet serious, generous toward others, yet prudent. Even the smallest child can be taught these good habits which will make him happy in school life, in his home life, and in his future life in the world.

Study the Children

Activity work teaches children generosity in sharing, gives them an opportunity for self-expression and requires them to practice self-control. In well-planned activity work the teacher will create an atmosphere of joy and enthusiasm and will give each child the opportunity of expressing his abilities freely and spontaneously. Through general and particular guidance in schoolwork and emotional difficulties the teacher will help a maladjusted child to fit himself into the pattern of daily American life. By encouraging the shy, timid child, by being patient with the slow child, and by directing and redirecting the bold, forward child, the teacher can help make her pupils the genuinely happy, calm children they should be. Perhaps the prospective teacher is overwhelmed with the

thoughts: Does all this really work? Are my ideals and hopes too high to be realized?

But if she has a firm trust in God, whose work she undertakes, a healthy mental outlook, the courage and enthusiasm of youth, and the confidence and encouragement of her own college teachers and her companions in the teaching profession, she will go forward with hope and eagerness to the day when she will set her foot on the threshold of her first classroom.

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the countenance of a worried schoolboy. The nervous temperament of many a girl often has been aggravated by the unwise application of school discipline.

Of What Use Is Fear?

Besides the afore-mentioned arguments against fear, we wonder if indeed it does not carry within itself the very opposite effect of what its proponents pretend. What student has properly learned any subject under the stimulus of fear? Would not the mental powers, which are exclusively used in the pursuit of knowledge, be under a severe handicap guided, if we may so inappropriately employ the word, by the very enemy of learning? For what is education, if not that we may know, love, serve, and thank our Creator with the mind and body He gave us? This reflection brings us to our chief argument against fear of any kind in the schoolroom. We invoke the greatest teacher of all: He who was called the Master.

Our Saviour Taught by Love

Surely we do not have to make a case for Christ as a teacher. One has only to consider His reply to the Apostles who asked Him for a form of prayer. Could any of us improve on the Our Father? Could any other man, in three short years, teach disciples so well that he could freely command them to "Go and teach all nations . . ." Which one of us could have — with a few words — taught the Magdalen the beauty of mercy and sinlessness? Could we have formed impulsive, weak, and ignorant Peter into the pensive, courageous, and wise man he became? Could we have again, in three short years, said the things that have occupied the minds of men since they were said and that still contain depths which have not been reached?

And what method did Christ use in all His teaching if it was not love? The word was forever on His lips. It was His greatest commandment; the virtue He extolled above all others; the one His favorite Apostle proclaimed almost unto monotony. His birth demonstrated His love; His life exemplified it; His death confirmed it, and at the risk of seeming to sermonize we add, His resurrection vindicated it. For that matter, we make no apologies for introducing our Saviour into this subject. Apologies would be more in order for a writer who would mention Napoleon or Tamerlane in an essay on militarism.

In view of the predominance of love in the divine Master's teaching, we have nothing to say in favor of fear as an incentive to study in the classroom. We conclude by paraphrasing the thought of a famous contemporary thinker: Let fear in the classroom belong to the past, and may the classroom in future belong to those who study through love.

Fear in the Classroom

We believe that fear should be, if not entirely eliminated, relegated to a very minor role in the promotion of study in the classroom. We would stress this conviction during the formative years of a child. We have seen the really tragic results of fear in the lives of too many children; fear that originated in the classroom. The boy who bolts his food at mid-day lunch in order to avoid the possibility of arriving late for school and incurring penalty interferes with his digestive system and sacrifices future health for a relative triviality. We have known boys who applied themselves to studies solely to escape — should they fail in their examinations — the scorn and ridicule of a certain teacher. These boys learned their lessons, but also a false philosophy of life that left them, later on, hard and materialistic. Some of these same boys became practical, oh yes, but with a distrust of their fellow man that excluded their pre-school dreams of philanthropic accomplishment.

Results of Fear

But let us get down to facts and choose a class of 30 pupils for our particular purpose. It would be unlikely that 20 of these would be boys and girls of well-balanced emotions, five of hypersensitiveness, and five more or less impervious to life in general. Now let us assume that whatever knowledge they acquired in the schoolroom was partly owing to fear of chastisement. We are all aware of the peculiar forms of punishment that exist at school, from ignoring the pupil's future honest efforts to open disparagement and

Desmond Lonergan

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abuse. What would be the state of such a group within a matter of months? We think the average lot would have gained some learning, but under auspices unwittingly designed to make the knowledge ephemeral. As to our five youthful stoics, they would be well on the road to misanthropic gloominess and perhaps criminality. And our five intellectuals! No amount of sympathetic treatment could ever fully restore their ambition and equanimity. Who can estimate the number of great men who have been denied to the world through fear which misunderstood and warped the lives of children?

Fear as an incentive to study should be used with the same caution that a doctor would administer a deadly drug to a patient. The lines on a man's face — in some cases — showed their first traces on

OUR LADY'S RIVER

A plaque near the entrance to St. Mary's Church at McGregor, Iowa, recently blessed, reads: "Catholic history of Iowa and the plain states west of the upper Mississippi began at the hills of this parish, when on June 17, 1673, Pere Jacques Marquette, S.J., a Catholic priest, together with Louis Joliet, discovered the upper Mississippi River, naming it 'River of the Immaculate Conception.'"

Definitions and Educational Terminology

Relating to Nonsegregation

Bi-racial

Applied to schools, this term means attended by students of two races, e.g., white and Negro.

Bolling vs. Sharpe

A U. S. Supreme Court decision in non-segregation case in the District of Columbia (see Fifth Amendment).

Brown vs. Board of Education

The Supreme Court decision in the segregation cases. The language of the Court is as follows: "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment" (see Fourteenth Amendment). This is also the title of the case that came up from Kansas (U. S. District Court).

Equalization

In education, this means making the facilities of schools substantially the same or equivalent in curriculum, teacher qualifications, physical plant — the especially tangible factors in education.

Fifth Amendment to the U. S. Constitution

While the Fourteenth Amendment is directed to State action, the Fifth Amendment is general, applying to the Federal government. The Fifth Amendment, part of the original Bill of Rights (1791), is a statement of civil rights of persons accused of crime. The pertinent provision of the Amendment in the nonsegregation case in the District of Columbia (*Bolling vs. Sharpe*) is as follows: "Nor shall any person be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law." The Court held that segregation is a deprivation of liberty without due process of law.

Edward A. Fitzpatrick

Fourteenth Amendment to the U. S. Constitution

The phrase in the Fourteenth Amendment to the Constitution of the U. S. ratified by the States in 1868 which is interpreted in the nonsegregation case is: "Nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." The Supreme Court decided in the nonsegregation case (*Brown vs. Board of Education*) that segregation violates the "equal protection of the laws" provision of the Fourteenth Amendment, and that makes unnecessary any discussion of the due process clause.

Gerrymandering

This, in relation to segregation in schools, would be the dividing of school districts in such a way as to continue segregation; especially difficult to achieve where population is diffused and not concentrated in areas. Areas can be divided into districts so as to reduce the effects of the nonsegregation policy.

Integration

In schools, this is the program or process of organizing schools so as to receive all eligibles who apply within the geographic limits or district boundaries; in other words, no attention would be paid to race.

Liberty Under Law

Liberty is not confined to mere bodily restraint. Says the Supreme Court: "Liberty under law extends to the full range of conduct which the individual is free to pursue and it cannot be restricted except for a proper governmental objective." It also implies respect for the liberty of other people.

Mixed Schools

This, in the present situation, means schools attended by both Negroes and whites — bi-racial.

Plessy vs. Ferguson (1896)

This is the Supreme Court decision in

which, by a dictum of the Court, the "separate and equal" doctrine was made a part of federal law, adopting the view in the Boston case. *Plessy vs. Ferguson* was a case dealing with segregation in transportation facilities.

The Court said: "Laws permitting and even requiring [separation of races] in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the State legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held a valid exercise of the legislative power even by courts of states where political rights of the colored race have been longest and most earnestly enforced."

Roberts vs. City of Boston (1849)

The first school segregation case decided by the Massachusetts Supreme Court in 1849, before the Fourteenth Amendment. Charles Sumner, the lawyer for the defense, arguing from the Bill of Rights of the Massachusetts Constitution, argued that segregated public schools "tends to deepen and to perpetuate the odious distinction of caste, founded in a deep-seated prejudice of public opinion. The Court dismissed the contention by saying, regarding the caste distinction, if it exists, is not created by law and probably cannot be changed by law." However, in 1855 Massachusetts prohibited segregation in public schools.

Segregation

Separating the Negroes and whites, so that, in schools, they were taught in different school buildings. Separation or isolation.

Separate but Equal

The legal doctrine that required schools for Negroes, though separate (that is for Negroes only) must nevertheless be substantially equal (be the same or similar) to those provided for white people (see *Plessy vs. Ferguson*).

Voluntary Segregation

A proposal made to secure a voluntary acceptance of segregation in certain districts.

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WANTED: AN OLD LOOK — NEW LOOK

Too many parents have had the notion that their great ambition in life was to provide for their children the things the parents were denied or did not have — perhaps the fascination of the unknown. In any case, it led to that false social idea of "keeping up with the Joneses." It was part of the materialism of an abundant era and the loosening of moral concepts.

A Jewish Rabbi (Joseph H. Lookstein of New York) raises a very important question: "Ought we not," he asks, "to begin by offering our children those things that we did have?" And he answers his questions by listing some of them. And foremost he places: "In our childhood we received maximum religious instruction." And he adds the personal moral qualities: "In our childhood we beheld examples of perseverance, frugality, hard work, and the

spirit of pioneering on every frontier of life. Things were not just handed to us. We had to go out and get them."

And one should note, especially in view of the great change in the discipline in schools, the comment: "When a child received an education it came to him by the sweat of the brows of devoted parents and he accepted the challenge and obligation to use it for himself and those about him."

Science, says the Rabbi, has by its advanced methods of production taken some of the natural elements out of its products, and these must be restored and enriched. This is true in respect to character: "By the same token, we have to reinsert ideals, principles, a sense of appreciation, a mood of gratitude, manners, and all the other attributes of character that have been permitted to evaporate because of easy living and surface thinking."

And a final word from the Rabbi, in this day when the terminology of psychiatry offers such easy and ready solutions to so many deep problems of man's social and moral nature: "Children are spoiled almost in the same way as food is spoiled. Too much warmth can damage food and overindulgence can smother character. Let us not be overimpressed by the prattle of frustration. For frustration can result from indulgence no less than from unfulfillment."

And so voices go up all over the land from all religious groups and even from nonreligious groups for a "new look" at our social and moral life.

— E. A. F.

SYMBOLS IN EDUCATION

You will be interested in a simple statement of a very profound aspect of education made by a graduate student who was being directed by the editor. The student said:

"A large portion of the process of education consists in introducing the learner to signs and symbols as a means of communicating racial experience and also as a means of future communication to others. The task is not a simple one, for in order to achieve a proper understanding of symbols, the real symbolic significance must be derived by the learner by using his own personal experience. Difficulty will be encountered because the learner is not adequately prepared or has not had sufficient contact with reality in order to have a genuine comprehension of the symbols. Educators often fail to realize

that the learner must possess the inner experience and power to create the idea. If this resource and power is lacking there often results confusion, bewilderment, and prejudice; and hence, education fails to accomplish its objective."

This student has made a simple unsophisticated statement without pedagogical lingo of a basic fact of education: the place of individual experience in the understanding and interpretation of symbols. This failure has been noted by the educational reformers in all ages and the results noted: verbalism in content and isolation from the social life and even the actual life of the individuals. We make only this point today and to strengthen it we call attention to two comments outside the pedagogical field:

The poet Thomas Bailey Aldrich says, regarding what you must bring to the reading of poetry:

You do poets and their song
A grievous wrong
If your own soul does not bring
To their high imagining
As much beauty as they sing.

And even more fully, Thoreau says: "The works of the great poets have never yet been read by mankind, for only great poets can read them. They have only been read as the multitude read the stars, at most astrologically, not astronomically. Most men have learned to cipher in order to keep accounts and not to be cheated in trade, but of reading as a noble intellectual exercise they know little or nothing, yet this only is reading in a high sense, not that which lulls us as a luxury and suffers the nobler faculties to sleep the while, but we have to stand on tiptoe to read, and devote our most alert and wakeful hours to" (*Walden*).

— E. A. F.

KNOW CATHOLIC TEACHING

"Catholic social philosophy has an answer to the social and economic conditions of our times and it is neither Socialism nor Communism but Christian justice. It is time we Catholics at least moved to implement it more fully."

"The problem of American Catholicism today is not that non-Catholics reject our social philosophy, but that we ourselves either fail to learn it, tend to ignore it, or neglect to translate it into action on a really wide scale."

These are quotations from what Dr. John J. Kane, head of the department of sociology at the University of Notre Dame, said at a symposium on the occasion of the first annual commencement of Bellarmine College, Louisville, Ky.

The Know-English Movement

There never has been a period in history when the use and understanding of words was more important than today. Yet the illiteracy found among our so-called high school graduates, whose vocabulary rarely rises above the level of the comic sheets and trashy magazines, is appalling. Teachers of English, history, and other subjects agree that the important causative factor of the student's inability to understand what he is reading is his meager vocabulary.

The techniques elaborated for remedying these conditions have been many and varied, and the number and type of books written on the subject equally so. Some have listed words to be memorized; others have suggested attacking new and difficult words by analysis. Self-tests have been composed on the assumption that those who try them will normally look up in the dictionary the unknowns and thereafter remember at will the correct meanings. One interested scholar, after a comprehensive and searching study of magazine articles, newspaper editorials, book reviews, and worth-while nonfiction, compiled a list of five hundred general, non-technical words, which words he considered "musts" for the comprehension of worth-while contemporary reading in America.

Latin Derivatives

A careful scrutiny of the proposed tests and lists leads to the conclusion that about 80 per cent, that is, about 400 of the 500 "musts," are definitely Latin derivatives. Evidently then, the most essential requirement for the acquisition of a good English vocabulary is the study of fundamental Latin—not exactly an original or startling discovery, since, until very recent times, the ability to use Latin in speech and writing was the distinguishing mark of an educated man. It may be recalled, in this connection, that there was a period in our history when to learn to read was to read Latin. The only grammar studied was Latin grammar. Legal documents, journals, and medicinal prescriptions were written in Latin. The educated folk read, wrote, and spoke Latin.

From ancient times until about the year 1500, there had been a continuous tradition of words taken into the English language from the Latin—one from the vernacular

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or unlearned, the other from the learned tradition of the Church and the schools. After the revival of learning, the Latin derivatives no longer came through the French, as had been the case from the time of the Norman Conquest, but were borrowed directly from the Latin, which custom has continued to this day, as witnessed in the vocabulary of the sciences and modern inventions. Perhaps few persons realize the extent to which many of our ordinary words and expressions have come from the Latin even without change—stimulus, item, veto, alibi, vacuum, to mention a few. A recipe was a physician's directions: Take such and such ingredients and compound them, *recipe* being the Latin for "take." A nostrum, known to us of modern times as a cure-all or quack medicine, was one "of our own" concoction. A man was at a *non plus* in a scholastic argument when he could say "no more." And so on, almost *ad infinitum*.

Even such a cursory sketch as this proves that Latin permeates the whole system of English speech, with the foregone conclusion that a knowledge of Latin is almost an absolute necessity if one is to have at ready command an adequate English vocabulary. It must be admitted, albeit ruefully, that such reasoning is a far cry from the status of Latin in our modern system of education. While the teacher of Latin bemoans his inability to instill in the majority of his students the most meager rudiments of the language, the reluctant scholars take impish delight—amidst their groanings—in covering surreptitiously the inside pages of their Latin texts with facetious captions, as "In case of fire, throw this book in first," and other elegant requests of similar ilk.

A Happy Correlation

In view of such conditions it would seem most opportune, then, that a scheme has been devised which aims both to remedy the dearth of English vocabulary and to stimulate the teacher and the student in the teaching and the learning of Latin.

This plan is known as the *Know-English* contest, the brain child of Rev. Joseph Marique, S.J. He had concluded, from his own experiences, that one of the prime causes of the general apathy was the failure of the students to realize and the teachers to utilize the relevancy of the "dead" language to the living English vocabulary. He therefore sought to impress on both that Latin is the predominant element of the English which literate people speak habitually, and to quicken interest in the teaching and the study of Latin, even if it must be from a utilitarian viewpoint. Following this line of attack would fulfill the ultimate objective of the study of secondary Latin, as stated by the Classical Investigation, namely: "The increased ability to understand exactly and use accurately English words of Latin origin."

The Know-English Contest

The Know-English Contest was a new idea; it was unique. There had been sporadic attempts by various classical clubs to stimulate interest in the classical languages by means of contests, mainly of the translation type, and the results, for the most part, had been equally sporadic. The Know-English Contest therefore had no competitors. The procedure was to be as follows: first, the contest would be open to high schools of all types—public, private, and parochial; second, each school would enter a team of three members; third, on a previously determined date, the contestants would meet to match their skill in giving the English synonym and the Latin origin and its meaning, including prefix and suffix, of a stated word, as for example: "Inexorable—unyielding; in—not; ex—out; orare—pray; os, oris—mouth; -bilis—capable." The appeal to the love of games deeply ingrained in American youth was a happy one. Not only could the team win the trophy for its home school, but, in order to stimulate personal interest if such were needed, prizes would be awarded to individual winners as well.

In the first contest in the New York area, 33 schools of all categories entered the lists. Greater New York, Long Island, and Philadelphia were represented. The place of the contest was the Cardinal Hayes' High School. Five competent judges toiled for four hours, so keen, so alert, so well prepared were the competitors. At long last, a young lady from Little Flower Central High School of Philadelphia, who remembered that "kerchief" resolved into "cum, operire, and caput" (cover the head) was the sole survivor for the first individual prize, and the Stuyvesant High School bore off the coveted trophy.

The following year Father Marique was in Boston, a member of the faculty of Boston College. Fortunately, the superintendent of schools for the Archdiocese of Boston was Rt. Rev. Msgr. Cornelius Sherlock, himself a graduate of Boston Latin School, and no mean Latin scholar. Under his aegis as president of the Catholic Classical Association, a Know-English Contest was announced. Sixty-five schools accepted the challenge.

In the spring of 1952, the first sectional contest was held in New York. Fifteen champion teams from Greater New York, Greater Boston, and Western Massachusetts strove for supremacy. December of 1953 saw the contest extended to Baltimore, Boston, Philadelphia, New York, Bridgeport, Springfield, and Worcester. These preliminaries were written. An innovation and a worthy one, was the junior contest for first- and second-year students. As a conclusion to these widely scattered preliminaries, sixty or more champions assembled on March 20 at Little Flower Central High School in Philadelphia to contend for the Archbishop O'Hara cup.

Ten Times 500 Words

It is not too soon to evaluate the results of these Know-English Contests in the light of their purpose. Those who have been stimulating and guiding teams have been astounded at the ease and zest with which boys and girls of ability not too far above the average have learned to use correctly not five hundred, but more than ten times that number of English words of Latin origin. What a boon for those preparing for college entrance examinations! No more memorizing of long lists of synonyms and antonyms, the brain-taxing chore of their predecessors with very little hope of remembering the meaning or the use of the words so laboriously conned! Those who previously had found the memorization of 20 words of Latin vocabulary a boring task, or who had stumbled through 30 or more lines of Cicero blindly, now enjoy these experiences. Long since have the other members of the Latin classes acknowledged the superiority of the Know-English contestants.

The same may be stated of the English, history, French, and science classes. There is not a lesson on the roster in which the Know-English contestants do not surpass immeasurably the other members of their classes, not only on account of their unusually superior vocabulary, but also because of the mental alertness and logical thinking resulting from the type of study necessary to be a winner in the contest. Therefore, if the university professors and the high school teachers are searching for a successful method of improving vocabulary quality and quantity, let them look to the Know-English. It does not pretend to be a panacea for all the ills of the Latin students nor of their long-suffering teachers; nor is it, we hope, a nostrum for

both. Rather let us say, it is in the nature of a recipe to be tried with the hope of improvement and perhaps eventual cure.

The movement is still more or less in the experimental stage. There have been some weak links, the strengthening of which will render the contest even more effective than it is. In the contests words have been given whose etymology is doubtful. The use of hybrids such as solipsism, and rarely used terms as hispid, lays an unnecessary last straw on eager, earnest boys and girls who have sacrificed their pleasure and their leisure to learn thousands of worth-while derivatives. Being human, they want the prize as well as the knowledge. Again, the judges should be absolutely sure that the contestant is really incorrect, for it could happen that the words and their possibilities are more familiar to the student who has just completed months of intensive study, than to

a judge, no matter how learned, who may have studied semantics or philology 20 or more years ago. To learn English synonyms for more than ten thousand words, to give the prefix, suffix, and the ultimate root or stem and its meaning is a Herculean task. Therefore, to fail a student for neglecting to give an intermediate step or the exact meaning of a doubtful prefix, or the precise synonym that is on the list in the judge's hands, may bring the Know-English Movement to an untimely end on the rock of frustration. Those of us who have watched its inception and followed its growth and been thrilled by its results hope for it better things. We think that the idea, properly and wisely guarded and guided, has within it the possibility of revolutionizing our present sterile teaching of Latin so that it may become what it once was, the leavening process in all education.

Group Dynamics in Research

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Research may be used as one medium of conveying in writing purposive communication. Research, as the high school student will come to know it, is a relatively thorough investigation, primarily in libraries, of a properly limited subject and the presentation of the results in a carefully documented paper of some length. The task will assume greater than ordinary proportions as far as the student assignment is concerned. In order to project successfully this phase of English study, the following procedure has proved workable and compensating as to results. First, the students take a Keuder Preference Test or a General Aptitude Test. In the Keuder Test, the student's personal preferences are indicated; in the General Aptitude Test, his potentialities. Both tests are good, but the General Aptitude Test provides more accurate information concerning possible skills and latent ability to pursue a certain vocational activity. If the General Aptitude Test is given, it is followed by special counseling with the student to point out to him his potential skills, an index from which he may draw if he does exhibit a preference. The results are filed together with the I.Q. of

the student. Fortified with this twofold data, the teacher can intelligently proceed with her plan of research study with the purpose of directing students to work in their possible field of vocational endeavor.

Grouping According to Similar Interests

The teacher arranges lists of topics pertinent to students' preferences and skills and permits a selection. An alternative is the student's own selection of topic. When the field or subject of interest is chosen, the instructor places those of similar interests in a group headed by a chairman who is always a superior student and who will act in the capacity of a tutorial agent assisting others in the group whenever possible and also aiding the teacher, indirectly. Numbers in the group will vary because of interest grouping; the number for feasible results should not exceed four. Others in the group, excepting the chairman who is superior in mentality, may be average and possibly lower than average. An important factor to remember is to posit a chairman who will harmonize well as the head of the group.

Developing Topic According to Norms of Approach

Topics, once selected, may be treated from one or more of the aspects enumerated below which, in most cases, might

require elucidation on the part of the teacher. Not all of the following norms may or need be used in developing a subject but a combination in most instances may be employed.

1. The history or development
2. Characteristics
3. Purposes or objectives
4. Current research
5. Advantages or disadvantages
6. Current trends
7. Initiating the program, project, or experiment
8. Evaluation

If the subject, "Radar," were selected, it could be treated from the viewpoint of development, purposes, advantages, and initiating the program, project, or experiment, thus providing enough divisions of interest in this subject for one group to handle.

Presenting Techniques and Procedure in Group Research

The teacher next presents to the class the initial techniques of research. Considerable time is expended explaining the details of taking notes, footnotes, and bibliography. The research format, simplified considerably, is distributed to the student. This format is helpful for the final organization of the research theme and can be consulted by the student when he is in doubt. The instructor also advances information concerning the use of such library tools as the card catalog, reference books, bibliographies, and indexes. The students, after this training, break up into groups and read for a few days to secure information on the subject in general. Upon their return a few days later, they report findings to the group. They interchange ideas and now attempt to limit their field of interest and treat it from one or a combination of aspects hitherto suggested. The chairman together with his group decide upon the exact wording of the research topic. Different aspects shall be distributed for research study among the members. Then the chairman submits the same to the teacher who evaluates the decision. If no agreement as to the wording of the topic or the divisions as to aspects is determined as the result of the group discussion and interchange, the teacher confers with the members within the group and guides them into some selection.

To the group participating it is emphasized that the topic which may be somewhat broad must be treated from one or more aspects. For instance, if a student is interested in medical science and selects the subject, "Cancer," the same might be limited after discussion to such an aspect as "The Recent Developments in Cancer Research"; the scientific mind concerned with "Radar" limits his treatment to "Peacetime Uses of Radar" or "Wartime Uses of Radar."

The groups again disband and now read

upon their aspect of research and assemble a bibliography pertinent to it. After a specified time, they return to their group to discuss findings. This meeting results in an interchange of ideas; in most cases the students come across information of value for another member's problem. The chairman's task is to see that students adhere to their problem and indicates how, here and there, there is a marked evidence of a dovetailing of ideas.

At another group meeting, a tentative outline is made; the chairman follows the same tutorial procedure as in the selection of the topic. The chairman assists the teacher considerably especially in the case of the inferior student, who, in the final analysis, will do better work under guidance than without it.

Stressing the Role of the Librarian

Since it often occurs that the teacher of English is the librarian, it proves ideal to have the class held in the library, because there the directive and instructive guidance in the use of tools occurs. Elimination of waste of time in the search for material is avoided. If the teacher of English is not the librarian, then the librarian, before research procedure, should be informed of the capacity rating of students as superior, average, and poor. By way of parenthesis, it may be suggested that the librarian, once she knows the capacity rating of students directs them to the use of only those tools they can manipulate. To clarify, a superior student could refer to *Britannica* competently; an average or poor student could more readily understand the contents of the *World Book*. Both should be directed to the use of current periodicals; these in most cases provide the most timely information.

Assembling Research Data

As has been explained before, each student has been given a research format which has been explained. At this point the average and poor student always needs additional help. Both the teacher and chairman extend such. After the reading on the topic selected and the notes needed for the research are completed, each student organizes his material by means of a detailed sentence outline for the reason that it lends itself to more careful organization. The group assembles, discusses, and criticizes each other's work. The chairman corrects the written outline. The student, it must be remembered, redoes his outline after the corrections are made and submits it to the instructor. After the instructor's correction, the first draft is ready to be written. The instructor stresses that this is to be the student's best work, that the ideas and information are not his, but that the sentence structure, appropriate connectives, and well-chosen words and phrases can be. The first draft of the

written research is again checked by the chairman who, after he has conferred with the teacher, submits all corrections and criticisms on the work to the student.

Evaluating the Theme

Every aspect of a topic handled by the individual students within a group is a separate research contributing to the total development of the subject chosen. The teacher corrects each research as to organization, mechanics, content, skill in employing material, and individual style. Finally, the teacher rates the contribution as nonacceptable, poor, average, good, and excellent.

Communicating Findings of Research Study

After the research papers are completed, the members of the group give a report of their findings so that everyone shares the practical information assembled. The research studies are then filed so that all the members of the class can have access and an opportunity to read any or all of them. Facility in oral exchange of ideas as well as a more accurate assemblage in writing are the dividends reaped from this purposive communication in group dynamics.

DEVELOPING TALENT IN SCIENCE

The June, 1954, issue of *The Scope*, a quarterly bulletin published by the Catholic Science Council of the Archdiocese of New York, carries an editorial entitled: "Research on the High School Level." The writer says that, since the college student is far too busy in keeping up his class assignments, he has little chance of practice in research. He suggests that high school students interested in science can acquire an insight into systematic research by reading in a specific field, performing simple experiments, keeping accurate records of his findings, entering essay contests, etc.—all with some guidance from teachers or other qualified persons.

(The address of *The Scope* is, Academy of Our Lady of Good Counsel, North Broadway, White Plains, N. Y.)

FELLOWSHIPS FOR TEACHERS

Fifty high school teachers of science who received Westinghouse fellowships completed their course in modern developments of science at the Massachusetts Institute of Technology on August 6. In the group were: Brother James A. Boose, C.S.V., of Spalding Institute, Peoria, Ill.; Brother A. Raymond Davey, F.S.C., St. Mary's High School, Waltham, Mass.; Sister Catherine Virginia, S.N.D.deN., Notre Dame High School, Moylan-Rose Valley, Pa.; Rev. Joseph F. Hartman, O.S.A., St. Rita High School, Chicago, Ill.; Sister M. Charlotte, S.C., St. Teresa's Academy, Boise, Idaho.

The Marian Year in The English Class

We call 1954 the Marian Year, and so indeed it is. Yet it is equally true that every year is Mary's year. Every school year too is one in which the knowledge and love of the Mother of God must come to the girls and boys in our classes through every channel that modern educational methods offer.

The following suggestions are submitted for teachers in classes primarily in English. The writer makes no pretense to anything original. But the busy teacher in the overcrowded classroom of today may be glad to lay hand on some ready-to-wear ideas. They fall roughly into four divisions — creative, research, speech, and journalism — and they may be adapted to all types of students, from those somewhat rare ones with a flair for originality to those who at best can investigate and classify ideas of someone else.

Make a Bibliography

The average high school boy or girl likes research. A few basic guides for the use of the library and the card catalog will be ample equipment for the assembly of a Marian reading list. Such a bibliography may include such categories as the novel, short story, essay, biography, drama, and anthology of prose or poetry. For each work the student should list author, title, publisher, date, and number of pages. Copies of the bibliography may be duplicated and distributed among the students, or left in the library.

Another phase of research may be the collection of prose passages from Marian books. The quotation ordinarily should not exceed eight or ten lines, and for each should be given the author, title, and page of the book from which it is taken. An anthology of poems about our Lady is also suggested. These are grouped under the nationality of the authors — British, American, Irish, etc. Many other more detailed and interesting groupings will suggest themselves.

In the ideas presented I have sought to avoid infringing upon the domain of other subjects, and to relate these activities strictly to classes of English. In the fields of religion, art, and history, however, there is naturally a wide possibility of overlapping, as some of the following activities will show. Yet such may be fruitful in

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acquainting the student with the high degree of correlation which exists between English and other subjects which he has hitherto thought unrelated.

A Practical Art Project

Students will find it a rewarding activity to select pictures of famous Madonnas and write for each his own personal reaction to the picture. This will vary widely according to the student's interests and previous training. In any event, it should not be a matter of research on what the art critics have said, but a faithful account of the personal message brought by the picture to the individual student. This could also be used in speech classes where, instead of presenting a folder with written essays on the Madonnas, the student would show slides to the class and deliver his message in the form of a lecture.

Another satisfying activity in connection with Marian pictures is a portfolio collection, each bearing a suitable caption in the form of a brief quotation in prose or poetry from some famous author. This will send students paging with zest through many books, not the least among them the handbooks of famous quotations of which, it could be, the student has never before heard.

Marian Place Names

Still another rewarding research project — and one which correlates nicely with classes in American history and literature — is the collection of names of states, cities, counties, towns, lakes, mountains, and rivers in the United States, the titles of which bear any association with our Lady. Closely related with this is a research project to determine the exact location of Marian shrines either in the United States or in North America. Students in the business classes will enjoy presenting such information as a Marian tour under the form of a mimeographed travel folder.

These may be distributed to the entire student body, and even to other schools, clubs, hospitals, and libraries. It is quite possible that such folders may awaken in numberless future tourists an interest in hitherto unknown centers of Marian devotion, some of them perhaps at their very doorstep.

Creative Writing

For students with creative talent there is always the possibility of a contest for original writing, with such entries as poem, short story, essay, one-act play, radio or TV script. Money prizes add incentive to this sort of activity — and press publicity too should not be overlooked for the winners. Sometimes it is possible for students interested in speech and dramatics to secure radio or TV time for their scripts. At least tape recordings of scripts for the class will be well worth while. A Marian pageant is somewhat ambitious for high school students, yet it is certainly not beyond the realm of reality for boys and girls with a "yen" for the footlights.

In schools where there is a paper or quarterly published, some vital articles will spark the columns for teen-age readers. There are the imaginary conversations between our Lady and some saint, some person historical or contemporary, the Archangel Gabriel. (It would be highly interesting to listen in on their summary of the past 2000 years since they first met!) Even his Satanic Majesty need not be ruled out, since his serpentine presence is so often associated with statues and paintings of our Lady.

An Open Letter

There is also that ever popular form of journalistic writing, the open letter. Here are a few suggestions: an open letter to our Lady from any teen ager, from a mother, a father, a parish priest, a teacher, a bus driver, a policeman, a factory worker — the list is almost inexhaustible. And of course it can be reversed — an open letter from our Lady to anyone, from the Hollywood star to the Holy Father.

These are but a few of the many things which may be done in the English classes to introduce our students to the vast field of Mariology. From this will result — or so we hope — an enrichment of their lives, not only in this Marian Year of 1954, but also throughout all the years which stretch beyond the door of the classroom.

WRITING CONTESTS

The W. A. Sheaffer Pen Company will sponsor the 1955 Scholastic Writing Contests for students of junior and senior high schools.

The Writing Awards, established 30 years ago by *Scholastic Magazines*, offer prizes for short stories, essays, poetry, articles, and drama. The contests will begin in September, 1954, and close March 1, 1955. Address the W. A. Sheaffer Pen Co., Fort Madison, Iowa.

Living The Year With Mary

In his recent encyclical, *Fulgens Corona*, our gloriously reigning Pontiff, Pius XII, has outlined ways and means of bringing the faithful to a more earnest consideration of Mary's signal favors. After summarizing the doctrinal position of the Church on the dogma of the Immaculate Conception, His Holiness cites the purposes or objectives to be achieved. One of these is that the faithful should be provided with opportunities of studying Mary's prerogatives, and thus be drawn to a conformity of life with their ideal and model.

Judging from the content of this encyclical, it seems incumbent upon religious teachers to fire our charges with this love for Mary; a love, which would force itself into action, into the practice of virtue. Yet, since none of us can impart something which we do not ourselves possess, we must set to work to cultivate more deeply and sincerely a personal love for our Immaculate Mother; a love that will fill us to such an extent that it will overflow and inundate those with whom we come in contact.

What possibilities does the Marian Year offer to the teacher of the elementary grades? Making students more Mary-conscious should be the objective of every religious teacher during this year especially dedicated to our Queen Immaculate. And, every school year affords us with numerous occasions of developing in our charges a deeper love and appreciation of her who *can* and *should* be youth's model and exemplar.

Mary's Feasts

School has barely begun in September when Mary's feasts are ushered in. The Nativity of Mary, the Holy Name, the Seven Sorrows, etc., all supply us with subject matter for our religion enrichment program, for our essay-writing topics, and for art stimulation.

Immediately there follows October, the month especially dedicated to Mary under the title of Queen of the Holy Rosary. A study of the mysteries of the rosary might result in an art project depicting these mysteries in a symbolic way. Short meditations on the mysteries would also help to make our students more spiritually minded

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and certainly would afford an excellent opportunity of sharing with other class members thoughts and impressions of Christ and His Blessed Mother.

As mentioned previously, each month or season has some connection, either directly or indirectly, with Mary. It is up to the religious teacher to utilize each opportunity in order to put across some message or some salient idea. For example, during October some project dealing with the rosary is in order. Symbolism has a special appeal to the student of the upper grades. Why not allow him to use his originality in designing or planning original symbols for each of the fifteen mysteries of the rosary? Of course, student interpretations or explanations should accompany these designs. Perhaps an enrichment program could be arranged during which the art work would be exhibited and explained to other classes.

Advent, the season of preparation for Christ's coming—the season of anticipation, of preparation, and of promise—is filled with liturgical and scriptural references to the “root of which Christ is the flower, and the gate through which Light has arisen upon the world.”¹ Then, before the Feast of the Nativity, the calendar directs our attention to Mary's Immaculate Conception, her feast of feasts. It seems as though the Church wants us to appreciate more fully the peerless beauty and spotless purity of the Mother that we may recognize more readily the God-Child in the manger at Christmas time.

To me there is never a more appropriate time for paying special tribute to Mary than during December. By way of preparation for Mary's feast on December 8, my students usually make a novena of Masses and Communions, and participate in an essay contest on the subject of the Immaculate Conception. Originality of expression and correctness of doctrinal content are perhaps the only points upon

¹Jn. 2:1 ff.

which the judges base their choice of the winning essays. This year, in special commemoration of the Marian Year, we concluded our novena with a Marian program which was presented to a Mothers' Club group. The program consisted of passages from the liturgy of the feast, of choral readings such as the *Magnificat*, and of Marian hymns and chants. In conclusion, the entire audience joined us in the recitation of the Collect for the Feast of the Immaculate Conception.

February brings us another reminder of Mary on the Purification or Candlemas Day. Students will consider themselves privileged to compose poems expressing the theme of Mary's feast, or again, they may be encouraged to write an essay on the symbolism and use of the blessed candle which is used in the Church's liturgy.

Sublimation can well be utilized by the religious teacher during February, with special emphasis on A Valentine for Mary theme. Why not have the pupils display their originality in preparing a celebration for Mary? The English or religion periods might be used to compose simple meditations on some Marian theme. A consecration prayer, composed by an individual student, or by the group, could be used during a consecration to Mary ceremony on Valentine's Day. Each student might be encouraged to present some Valentine in the form of a little sacrifice or prayer or spiritual offering. This can be deposited in a heart-shaped box, appropriately adorned for the occasion, and then placed on Mary's shrine, while a Marian hymn is being sung. Or, an appropriate choral reading may be supplied at this time. I have seen eighth-grade students inspiringly devout and sincere at such a ceremony in honor of Mary.

The Feast of the Annunciation, in March, recalls her consent to God's plan in our Redemption. A well-planned Missal study in preparation for Mary's feast could serve to arouse our charges to a consciousness of the wealth of knowledge and information contained in Scripture, and it would certainly pave the way to a more intelligent participation in the Holy Sacrifice of the Mass.

Next, as we approach the penitential seasons of Septuagesima and Lent, Mary is ever with the Church as her members watch, pray, and fast with the suffering Christ on His way to Calvary. It is Mary who meets her Son on the sorrowful Way of the Cross. Again, it is she who stands beneath the cross to hear the words “Woman, behold thy Son” so that we might always remember that she is our Co-Redemptrix.

Spring ushers in the loveliest of months, May, with its suggestion of new life, of hope, and of promise. During this, the last month of the scholastic year, pupils will delight in arranging Mary's shrine and in singing hymns in her honor. The teacher can wield her influence in attempting to



Mary in a Rose. Cut-out, designed by Sister M. Sarah, O.S.F., Stella Niagara, N. Y.

make her charges more Mary-conscious by encouraging them to write prayers and meditations in which they profess their love and respect for her. Here is a sample of such a prayer composed by an eighth grader:

Dear Blessed Mother,

I consecrate myself today to your Immaculate Heart. I love you and your Son very much. Please help me to become more like you in everything I do and say. I want more than anything else to be with you in heaven. I wish to use every means available to reach that goal.

O Mary, help me to know my vocation, and when I do know it, to fulfill my life's work as you did yours. Help me to appreciate your divine Son in Holy Communion, and to love Him more and more each day.

At present we are working at plans for a set of Marian panels which we hope to give for other classes of the school. Perhaps in that way we can do our little share in making Mary loved and honored by others. Here is a general outline of the panels:

Marian Panels

I. Mary in Art

- A. Raphael's Madonna
- B. Murillo's Immaculate Conception
- C. Michelangelo's sculpture
- D. Image of Perpetual Help
- E. Bosseron-Chambers Art

II. Mary in Song and Music

- A. Ave Maria by Schubert, Gounod, Abt, etc.
- B. The "Magnificat" or Cantic of the Blessed Virgin
- C. Latin Marian hymns
- D. Modern compositions

III. Mary in Literature

- A. Mary in Scripture — Old Testament, New Testament
- B. Mary in poetry
- C. Mary in prose
- D. Marian periodicals: *Scapular Magazine*, *Our Lady's Digest*, etc.

IV. Marian Devotions

- A. Scapular
- B. Miraculous Medal
- C. Legion of Mary
- D. Sodality of the Blessed Virgin

- E. Saturdays of the Blessed Virgin
- F. Litany of the Blessed Virgin
- G. Holy Slavery of Montfort
- H. Family Rosary

V. Marian Shrines

- A. Lourdes
- B. LaSalette
- C. Fatima
- D. Guadalupe
- E. Einsiedeln, Switzerland
- F. Saragossa, Spain
- G. Loretto, Italy
- H. National Shrine at Washington, D. C.

VI. Marian Feasts

- A. Immaculate Conception
- B. Maternity of the Blessed Virgin
- C. Assumption
- D. Seven Dolors
- E. Holy Name of Mary
- F. Nativity of Mary
- G. Annunciation
- H. Visitation
- I. Holy Rosary

Some of the above-named topics might be omitted or varied, and others added to suit the capabilities of the group handling the discussions. Another topic, for instance, dealing with the Historical Miracles of Mary might stimulate considerable reading, research, and discussion.

Since an average classroom has from five to six rows of desks, the teacher can parcel out the subjects according to rows, groups, etc. Somewhat the same plan of procedure could be followed as that outlined by Sister Aquinas, O.S.F., in her Good Citizenship Club program.² There is a general chairman who introduces the subject of each panel and then allows the moderator of each group to take the floor. The moderator, in turn, introduces each speaker of his panel. Bulletin board managers are also appointed for each division. It is their duty to collect pictures, to make drawings, sketches, etc., to correspond with the topics under discussion, and to mount and arrange the material on appropriate backgrounds. The bulletins are displayed during the panel discussions and may be evaluated at the close of the last discussion period. Preparations for the panels will necessarily entail considerable reference reading on the part of the pupils participating, but it will be profitable in every respect.

Finally, to make our labors more effective and more fruitful in this business of Marianizing our charges, we must have recourse to ardent prayer and "ask with supplication that there may grow up a generous and promising youth, pure and unblemished, and that the beautiful flower of youth may not suffer itself to be infected by the corrupt breath of this world and grow up in vice; that their unbridled and bursting ardor may be governed with even moderation, and that, abhorring all deception, they may not turn toward what is harmful and evil, but raise themselves up to whatever is beautiful, whatever holy, lovable, and elevating."³

²Sister Aquinas, O.S.F., of Green Bay, Wis.

³Encyclical *Fulgens Corona*.

Suggested Readings

For Teacher Reference

- Bernadot, *Our Lady in Our Life* (Newman Press)
 Doherty, *Splendor of Sorrow* (Sheed and Ward)
 Duhr, S.J., *The Glorious Assumption of the Mother of God* (Kenedy)
 Houslander, *The Reed of God*
 Jameson, *Legends of the Madonna* (Longmans, Green)
 Justina, Sister, O.S.B., *Christian Symbols* (Bruce)
 Lord, S.J., *Our Lady in the Modern World*
 Neubert, S.M., *Queen of Militants* (Grail)
 O'Carroll, C.S.Sp., *This Age and Mary*
 O'Dwyer, *Our Lady in Art*
 Oursler, *The Happy Grotto* (Declan McMullen)
 Plus, *Mary in Our Soul-Life* (Pustet)
 Power, S.J., *Our Lady's Titles* (Pustet)
 Rohner, O.S.B., *Life of the Blessed Virgin* (Benziger)
 Sargent, *Our Lady and Our Land* (Longmans, Green)
 Sheeben, *Mariology* (Herder)
 Sheen, *The Mystical Body of Christ*, Chap. XIV
 Sheen, *The World's First Love* (McGraw-Hill)
 Therese, Sister, *I Sing of a Maiden*
 Ward, *The Splendor of the Rosary*
 Encyclical *Fulgens Corona*
 Amatora, Sister, "Let Mary Radiate From Your Classroom," *Catholic School Journal*, Jan., 1954.
 Biskupek, "The Marian Year," *Sponsa Regis*, Jan., 1954.

- Biskupek, "Queen Assumed Into Heaven," *Sponsa Regis*, Aug., 1953.
 Biskupek, "Queen of the Most Holy Rosary," *Sponsa Regis*, Oct., 1953.
 Biskupek, "Virgin Venerable," *Sponsa Regis*, July, 1953.
 Cyprius, "In Praise of Mary," *Worship*, Dec., 1953.
 Hardon, "Bellarmine and Mary," *Review for Religious*, May 15, 1953.
 Hardon, "Pius XII and Our Lady," *Review for Religious*, May 15, 1953.
 H.A.R., "Our Lady of Fatima," *Orate Fratres*, Mar., 1951.
 Jorgensen, "Consecration to Mary," *Review for Religious*, Sept. 15, 1948.
 Lonergan, S.J., "Mary Immaculate," Pamphlet by The American Press, N. Y.

For Student Reference

- Beebe, *Story of Mary*
 Boundell, *Little Pilgrims of Our Lady of Lourdes*
 Chaminade, *Our Lady's Tinker*
 Dorcy, Sister M. Jean, *Mary, My Mother*
 Dorcy, Sister M. Jean, *Our Lady's Feasts*
 Hill, *Jacinta, Flower of Fatima*
 Josita, Sister, *Sing a Song of Holy Things*
 Mercier, *Our Lady of the Birds*
 Murpurgo, *Hail Mary*
 Patrice, Sister, *Up the Shining Path*
 Sheen, *Jesus, Son of Mary*
 Thompson, *With Harp and Lute*
 Windeatt, *Children of Fatima*
 Windeatt, *Our Lady's Slave*
 Windeatt, *The Medal*
 All issues of *Our Lady's Digest* published by Our Lady's Digest, Olivet, Ill.
 All issues of *The Scapular* published by Our Lady of the Scapular, 328 East 29th St., New York 16, N. Y.

pupils are concerned. It will be found, also, that the use of this principle will create a condition favorable for learning.

Nonproportional Thinking

Young teachers need to guard themselves against nonproportional thinking about psychological concepts. Experience breaks the habit and it is hoped that this account of the going-along principle will cause beginning teachers to strive for similar experiences.

It is important for the purpose of this article to note that first impressions play a strong part in determining what will be the status of the relations between a teacher and a group of pupils. I had taught a younger class the year before I worked with the eighth-grade class of this article. My thinking, as I walked into their room for the first time in September, 1951, ran along the lines of how I could convince these older boys and girls that I would not treat them as I had treated those who were younger.

Developing Responsibility

It is a perfectly normal thing for an eighth-grade boy or girl to want to be treated as a grownup. No harm will come from recognition of this feeling, if such recognition is based on sensible grounds. I spoke to the class in a way which aimed for the immediate establishment of the adult-to-adult relationship.

"No doubt, you noticed that I made my fifth-grade class march to assembly last year. That will not happen to you unless you make it necessary."

I had known the boys and girls of the eighth-grade class only generally the year before and saw that they were watching me curiously now. The look of curiosity persisted. I went on.

"I was in eighth grade once myself. I was fourteen years old once myself. I think I can understand why you don't want to be treated like babies." I took just a moment to glance about.

"We've got a lot of work to do this year. We're going to go at it like an employer and a group of employees. A good employer understands his employees and that's what I'm going to try to do in your case."

A look of pride and poise appeared upon most of the faces. Some grins present at the time I walked into the room now disappeared.

"You want to enjoy life at your age. Sometimes you can't keep this urge from popping out in class. You've got to have fun. Do you know what you'll find if that happens in here?"

The looks of curiosity returned but only for a moment. It was at this point that I gave them the essence of the control policy which was to prove so successful.

"I'll go along with you. I know how to have fun and a reasonable amount of it

The Psychology of Pupil Control

No two individual pupils are alike. Such an idea has often caused an inexperienced teacher to become utterly bewildered about how to teach. It has caused the teaching-is-just-a-job teacher to smile materialistically in the manner of a cynic and become more cynical.

This paper is intended as an explanation of a basic principle used with great success in the handling of a group of eighth-grade boys and girls during the school year 1951-52 and later used with a group of sixth-grade boys and girls. The principle was found to be quite practical. It obstructed learning in no way. Most important of all, due recognition was given to pupil development in a desirable way. Pupils recognized pupil authority over the time when the principle was in operation and it proved possible to accord them free-

Cropley Andrew Phillips

The Public Schools
 Wilmette, Ill.

dom as they showed ability to use it. The principle which is the essence of the psychology of pupil control may be stated in the following way:

A teacher should go along with his pupils to a reasonable degree in the natural manifestations of growth which they make in class and in school life in general. This teacher should then ask his pupils in grown-up fashion to go along with him in all that constitutes classwork and the activities of school life in general. It will be found that the necessary authority of the teacher will not suffer as far as these

won't hurt us one bit. You'll find that I'll be right in it with you."

For the first time the smiles, pride, and poise were unreserved. There were grins on the faces of some of the boys but they were friendly grins.

I had made every effort to keep haughtiness and superdignity from my manner. When I saw that I had scored my first victory, I continued the outline of my policy.

"Yes, you will find that I will be right in with you on a reasonable amount of fun in class. I'll go along with you, but —"

I emphasized the word "but" and was overjoyed to see no change in the manner of the class. I could now win easily.

"You've got to go along with me. You have to come to school. I have to be your teacher in this class. Neither you nor I have the right to be lazy about it, to try to get out of it or around it, or to be silly about it. None of these rules which we have to follow as a group, however, mean that we can't enjoy our work as a group.

"I'm going to ask you to work. Some of this work will be hard. I'm going to ask you to be serious about your work. I'm going to be the employer in this firm and you are going to be the employees. Your report cards are going to be your pay checks."

A Successful Procedure

These words constitute an accurate reproduction of the ideas which I tried to impress upon the class at its first meeting. I was endeavoring to apply the psychology of pupil control as I saw it and followed two concepts in so doing.

I kept in my thoughts the individual dignity of each boy and girl under my charge. I did not consider schoolwork as a commodity but rather regarded it as a group of efforts on the part of a group of individual human beings to grow under guidance and supervision. The work of the class during the school year showed just such growth in abundance.

The study of educational psychology is an absolute necessity for every teacher without exception and an understanding of the meaning of individual differences is part of this study. The nonproportioned thinking which I mentioned, however, can come from studying psychological tomes too often and those taught not often enough.

The success of the going-along principle in the case of the eighth-grade class can be traced to the fact that the normal desire of young people of early teen age to grow was recognized in a sensible way. A similar application of the principle is now being made with a sixth-grade class and, with the school year one fourth over, success can be reported.

A teacher should never forget the psychological concept of individual differences. It is an impressive concept. It is an important concept. It is not, however, as important as the obligation of the teacher to teach and the obligation of the pupil to learn.

Glamourizing Rural History

The high school instructor teaching history in a small town, or in a rural area, is extremely rare, who has not heard the classic "gripe" — "There's nothing doing in this neck of the land."

One class of grippers was given the assignment to write out what they would do to make it different. The answers were classic, too, in their own way. "We'd tell the Legion to build us a recreation center." "We'd see to it that there was a roller rink, a swimming pool, a theater (for a town of 375!), a . . ." — oh, just anything a millionaire might think up to reduce his income tax, things both "out of this world" and things within the down-to-earth possibilities of the particular area.

A discussion of what the people in this area had done so they could endure life in the past, brought out that many of the high schoolers' suggestions really existed in a modified form: the town flooded a certain section for winter skating; a public school auditorium and a parochial school auditorium were available for dances and social activities; an outdoor theater was provided once a week in the public school play field. It's a trite truism, of course, that the obvious often goes unnoticed.

Sister M. Ignatia, O.S.F.

Assumption School
Granger, Iowa

History at Home

A glimmer of light came to the grippers that there might be more to their little town than they had dreamed. So a "Who's Who" and a "What's What" project was started. It was to be the joint work of the two history classes, one in American history and one in world history, and was to serve the purpose of an entertaining all-school assembly. It ended with the weekly town paper printing the material collected in a series of articles. Then a second small-town weekly in the vicinity asked permission to reprint it. When the students saw in print what *they* had discovered(!) about their town, they stopped being an army of Nathaniels, and stopped griping, "What good can come from this town!" A real flood of light came to them when a pioneer, ninety years young, practically refused to talk about the past, arguing that there is so much going on at present, so much to plan for the future, why talk about the

past? But he did give them an interesting sketch of life as he had seen and lived it during long, enjoyable years.

The project was started by showing the students how many European cultures had gone to the making of their town — and, incidentally, throwing some light on a little town feud that existed between two nationalities, the Irish and Italian, both claiming pioneer rights of work on any town problems!

A Wealth of Cultures

Each student was asked to list the place of his birth, of that of his father and mother, grandparents on both sides, and farther back, if he could get accurate information. Besides Ireland and Italy, other countries had contributed some of their culture: Croatia, Hungary, Germany, Poland, Yugoslavia, France, Belgium, Holland, Sweden, Czechoslovakia, England, Scotland, Canada. One claimed a pure American Indian as a great-grandparent.

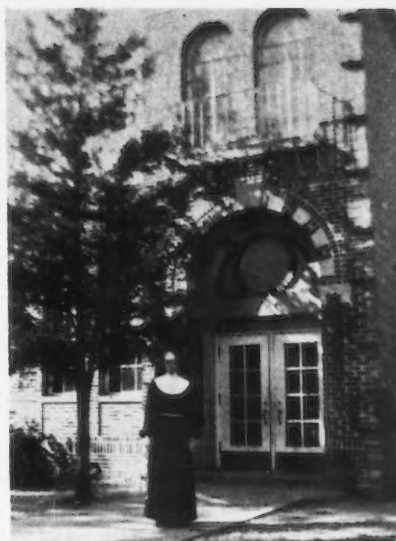
The class in world history brought in interesting short papers on the cultures of these nations — their industries, music, art, homes, literature, clothes. Then, having seen the contribution of a large part of the



In the parade.



Crowning Our Lady



Assumption School, Granger, Iowa, and a Sister of St. Francis of Assisi.

European world to their town, students were brought closer home to a study of their own state.

The next step in the project was the putting aside of a large section of the bulletin board for clippings and facts about "The Current History of Our State." Clippings were collected on sports, education, religion, buildings, outstanding personalities, churches, historical spots. The wealth around them and close at hand was a surprise for most of them.

Then the class was divided into two groups. One sent out government postal cards to the chambers of commerce in the towns of the state, another to educational institutions, for informative literature. Most of these towns and schools and colleges were practically within a few hours drive from their home town.

Local History

Interest was now narrowed down to the town itself. There were to be scrapbooks of clippings and original, firsthand research. A list of people to be interviewed was made: the pastor of their own parish, who had just recently completed a trip around the world—Europe, Africa, Asia; the minister of the United Brethren, and the minister of the Christian Church; the principals of the public and parochial schools; the bank manager of the branch office; the town mayor, doctor, sheriff; the first primary teacher of the public school, now retired; name of the oldest pioneer still living who had seen the Indians come to his father's farm begging for food; the druggist and the hardware dealer; nuns and priests who had been members of the parish; the owner of the lumberyards; the building contractor.

The list grew and grew. The students' gripe about the small town was channeled off into "all these people and places to cover!" It was a far more healthy gripe

then their first one, and they really were anxious to tackle the interviews, despite their pretended protest.

Once launched into the business of interviews—getting appointments, the courteous approach, the reverence and respect for the pioneer, accuracy, dependability, response to good leads—the little project soon became a miniature avalanche.

Respect for Pioneers

They discovered that the pioneers could produce something where nothing had been before. There was no school. A father, ambitious to give his son an education, gave a room in his house, found a teacher, and ten pupils to teach. That teacher is a sweet, gray-haired grandmother now, whose grandchildren are proud to claim her as the first teacher of this town.

They also discovered that the food stores, beginning, like the school, in one room, grew to meet the growing needs of the town, and are not much different from the big city food marts, except in size. They have met, in their business of interviewing, relatives of the first food merchants; they have learned something about the sky-high-flight of prices; they discovered that their local merchant gives them, on a small scale, what they get in the food shops of the metropolis.

And again, as in the case of the school and the food stores, the students found that religious services had first been held in private homes; the United Brethren got busy and gave a religious drama, *Queen Esther*, to raise funds. The tiny flowers girl for the Queen, is a stately, elderly citizen of the town today. The Catholic services, too, were held in a private home, and after the first little struc-

ture was built, funds did not stretch far enough to buy pews. Men brought in seats from their wagons and buggies for the women and children to sit on; and each family provided its own hitching post.

The historical searchers had much fun discovering "famous firsts"—the first sidewalk, the first telephone with a hand crank and a bell that woke all the party members to an alert for a social get-together; the first "Kozy Club," Commercial Club, Catholic Women's Club; the coming of electricity and natural gas; the first barber shop that served the town as a clearing-house for local news. And most of these "firsts" became human interest stories.

Proud of Our Town

The uninteresting (!) little town about which the high school students had griped, yielded 15 full-length columns of newspaper print—the results of sketchy historical digging, by amateur historians.

In addition to seeing themselves in print, the project had the by-product of sublimating the original gripe in a fair-sized admiration of their town; and in a good-sized satisfaction when a neighboring weekly paper reprinted the story.

The churches, the schools, the business houses, the old and the middle-aged citizens, took on a greater meaning that called out the respect and interest of the younger citizens—the one-time griping history students.

SCIENCE TALENT SEARCH

Teachers of science who have senior high school students who plan to enter the 14th annual Science Talent Search of the Science Clubs of America should get busy immediately. Write to Science Clubs of America, 1719 N. Street, N.W., Washington 6, D. C.

Penmanship, Spelling, Composition, Science, and Christian Social Living

Sister M. Euphrosine, S.D.P.

Sacred Heart Academy
Vinita, Okla.

These six units are planned for use in an overcrowded classroom where there is not sufficient time for separate lessons in spelling, science, and penmanship; and each lesson includes correlation with Christian social living.

The Units

Each week the children concentrate on the formation of a few letters of the alphabet and the spelling of a few words containing these letters. The composition consists of simple sentences containing the words already learned, using a picture to represent words not yet learned. Finally the pupils will write short stories.

Each of the six units is named for its correlation with Christian social living.

Unit I, for five weeks, is on trees.

Unit II, for five weeks, is on birds. A sixth week on Indians is added.

Unit III, for six weeks, is on animals.

Unit IV, for nine weeks, is called "Our Helpers." It includes the: milkman, baker, mailman, farmer, priest, teacher, mother, father, and doctor.

Unit V, for three weeks, is on pets.

Unit VI, for five weeks, is on gardens, plants, and insects.

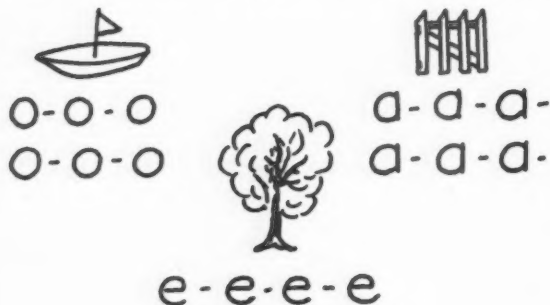
The Procedure

1. Find a picture that will illustrate the letters taught during the week.
2. Introduce the letter by asking questions about the picture.
3. Recall this morning's or yesterday's phonics lesson.
4. Show on the blackboard how to form the letters.
5. Blackboard drill: Spell the word, pronounce, find vowels, etc.
6. Busy work: For the first few days, use newsprint paper to spend more time on concentration in the formation of the letters, if necessary. Later, use paper with lines. Let the children use the spelling words in a sentence. Let them make a story using the words of the week. Use a picture for a word which they have not learned to spell.

Unit I: Trees

First Week

Letters: o, a, e (long sounds). Spelling: None the first week. Composition: Teach the long sounds of these letters while the



children learn to form the letters. Have the pupils draw pictures of things containing the sounds of the letters—boat, tree, gate.

Correlation: Appreciation of a tree. God's providence is shown in the life of trees and other plants. God made these things for our use and enjoyment. Tell the story of creation.

Second Week

Letters: i, u, I (long sounds). Spelling: I (personal pronoun). Composition. Draw objects suggesting the long sounds of i and u—pie, fire, fruit. In the sentences use pictures to represent words not yet learned.



Correlation: The needs of a tree. A tree needs sun, rain, and air. We should thank God for giving to plants what they need. God's gifts to us.

Third Week

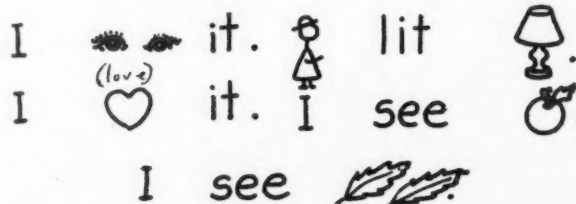
Letters: t, s, l, and short i. Spelling: it, see, lit. The composition uses the written words I, it, and lit, and pictures for other words.



Correlation: Parts of a tree. A tree has leaves, trunk, and roots. Trees have parts as we have parts of our body.

Fourth Week

Letters: h, short a, n, short o, and g. Spelling: A, has, on, go, an. Composition as follows:



Correlation: Uses of a tree. We should appreciate God's goodness in providing us with trees that help us by giving us shelter, food, homes for birds and other animals, lumber for our homes, fruit.

Fifth Week

Letters: p, r, G. Spelling: apple, is, tree. Composition as follows:



Correlation: What a tree gives us. God created trees to help man and animals. We must thank God by taking proper care of trees. Trees give us fruit. Trees give us wood. (The rosary and the cross.)

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Units of Work For First Grade

UNIT ONE: SCHOOL DAYS

Activity—Tour of School and Parish Plant
Time—Four Weeks
Theme—Goodness of God for Providing a Catholic Education

I. Objectives

A. General

1. To teach correct work habits.
2. To give practice in following directions with care.
3. To increase vocabulary.
4. To learn the art of listening.
5. To teach that all authority comes from God.
6. To learn what part the Church plays in happy family living.
7. To develop the habit of sharing with others the talents received from God.
8. To assume responsibility for the care and use of all materials whether at home or at school.
9. To teach the dignity of all workers.
10. To develop the virtues of obedience, love, and reverence for authority, parents, and all persons.
11. To develop the habit of prayer on their own initiative.

Sister Mary Ora, O.S.F.

St. Bartholomew's School
 Buffalo 15, N. Y.

12. To practice courtesies at home and in school.
13. To develop a sense of co-operation in group activity.
14. To develop a spirit of democracy through election of chairman and the selecting of the children for their group by the chairman.
15. To develop a love for poetry and music.

B. Specific

1. To arouse interest in school life.
2. To show how all the people in the school work together.
3. To teach the children to work together in the classroom.
4. To acquaint children with the different classrooms.
5. To teach the part of the playground which they are to use.
6. To familiarize children with the classroom equipment and its use.

Editor's Note: The author worked out three units to help her pupils to be loyal citizens of our country and zealous members of the Mystical Body of Christ. The second unit is on the family and the third on the helpers of the family.

7. To teach respect and appreciation for school helpers.
8. To teach where the Sisters, Priest, and the janitor live.
9. To teach some of the important safety rules peculiar to our school.

II. Possible Approaches

- A. Tour of the school.
- B. Show pictures of people helping one another and display them on the bulletin board.
- C. Get acquainted with the school helpers.
- D. Invite the principal to the classroom.
- E. Show charts depicting children at work, play, and at prayers.

III. Correlated Subjects

- A. S. S. See diocesan course of study for Unit One.
- B. Science: The use of electricity (lights, telephone, radio).
- C. Health: walking erect; lavatory habits; cleanliness in school; exercise outdoors; eating a good lunch; the use of the handkerchief; not wasting food; toothbrush and its use.

D. Arithmetic: counting (windows, seats, children, etc.); developing idea of time (time to start school, time for intermission, time for lunch, time to go home).

E. Safety: conduct on the way to school; putting books, pencils, chairs, and toys in place; use of the drinking fountain at school and other places; fire drills; carefulness in halls and on stairs.

IV. Language Arts

A. Oral Expression: Name the people we find in school that help us; tell one thing about the tour of the school; tell one safety rule; tell one thing we learn in school; tell what you would say to a Priest or Sister when you meet them; what is the name of the principal?

B. Written Expression (Experience Charts): new friends at school; what we see at school; make a list of classroom duties and choose helpers for the week; write a note to the principal asking her to visit us; names of the different games played on the playgrounds.

V. Literature

Playing School, Edith Osswald (New York, N. Y.: Simon & Schuster).

A Good Lunch, Good Times (Health Stories) (New York, N. Y.: Scott, Foresman & Co.).

Red Light, Red Light, Brown, Margaret Wise (Garden City, N. Y.: Doubleday).

Going to School, Hildreth, Gert: Winston.

Presents, Mary Dixon. *The Child on His Knees*: Macmillan Co.

VI. Fine Arts

A. Music:

"Mary Had a Little Lamb," *Favorite Songs* (author M. G. Graham): Whitman Publishing Co., Racine, Wis.

"Dear Angel," *St. Gregory Hymnal* No. 112: St. Anth. Guild Press, Paterson, N. J.

"Getting Ready for School," *Physical Ed. for Elementary Schools*: The Bruce Publishing Co., Milwaukee, Wis.

"Marching Round the School Room," *Music Hour 1*, Osbourne Conothy: Silver Burdette & Co., New York, N. Y.

"Safety Record," Decca Album — No. 9-443.

B. Art: draw a picture of school; draw a stop and go sign; collect pictures about school — at work, play, and display.

VII. Summary

Dramatize school life; make a frieze depicting some of the activities of our school.

VIII. Materials

Paper, chalk, paint and brushes, scissors, charts, pictures, paste, books.

IX. Bibliography

A. Teacher's

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X. Outcomes

A. General

B. Specific:

1. Pupils became interested in school life.

2. Pupils learned how the people in the school work together.

3. The children learned to work together in the classroom.

4. The pupils became acquainted with the different classrooms.

5. The pupils learned the part of the playground they were to use for play.

6. Pupils became familiar with the classroom equipment and its use.

7. Pupils learned respect and appreciation for school helpers.

8. Pupils learned where Sisters, priest, and the janitor live.

9. Pupils learned important safety rules peculiar to our school.

A Method of Teaching Music Reading

Gertrude Corrigan

Children of the primary grades are expected to learn two sign languages of the oral or spoken English, one that is printed, and one that is written. Usually, they learn these simultaneously; sometimes, one after the other.

A third sign language is learned later in the grades, that of music, as written on the staff. In some schools, the reading of music is deferred until the upper grades; in other schools, reading of music takes place in the lower grades. This latter plan is not only for convenience, but, also, to take advantage of the immense power of acquisition exhibited by children in their earliest years. Methods of approaching this task are most successful by using those of teaching reading.

In kindergarten and in the first grade children are taught songs by rote and thus have a repertoire for use. It becomes a matter of giving them the printed form, in limited amount, while singing these tunes.

The teacher draws the staff on the board, long enough for a musical sentence. In the more advanced grades, the members of the class should do this work, since the idea is to have as much active participation as possible. In some schools, there is a painted staff on the board which saves time but the joy of taking part in the exercise is thus lessened.

All early instruction should be in the natural or C clef; thus, no sign except the clef sign is necessary at first. Some child may be asked to hum or sing a short air; perhaps several children may volunteer.

The teacher then writes the notes for the part of the song given and the children sing it again, looking at the board. Very young children soon notice that the signs for the short words differ from those for the longer ones. It is always well to await some comment or question from the class before giving formal instruction. Playful allusion is made to the "flags" on the stems of the written notes before making of it a formal lesson. The memorizing of the scale is one lending itself to playfulness and there are many schemes for making it fun. From the C clef or natural scale it is much easier to proceed by showing the necessity of change to find the reasons for the flats and sharps of other keys when the opportunity seems propitious. When the children see in the exercise the chance for self-expression, they will ask questions which make instruction easy.

Instead of the school repertoire for illustration, a rollicking sailor song may be hummed and written. Encourage the class to make contributions of their own. It will give a thrill to small folk to think they can make up a tune. Stories of precocious musicians will be heard with interest. Older children may be brought to try composing airs at home and have them written on the board and sung by the class. There is little chance that they will have aid at home in this work for the game of self-expression is usually enough to protect a child from plagiarism. Emphasis should always be placed upon the constructive side of this method of teaching the reading of music. The routine learnings will become of interest as an aid to greater power for self-expression.

The Fabric of the School

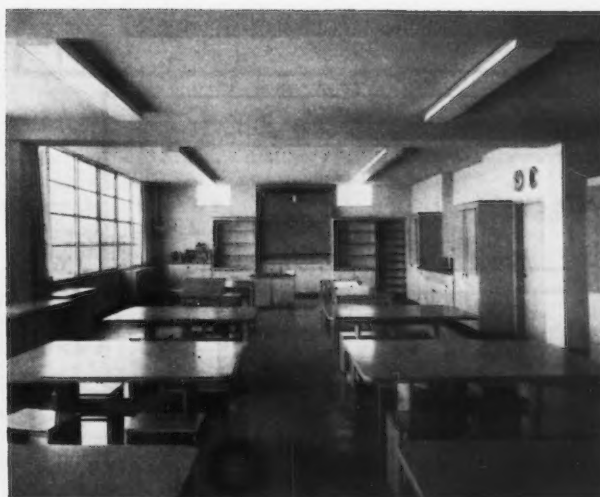


St. Joseph's High School, South Bend, Ind. Gaul & Voosen, Architects, Chicago, and Chester L. Jankowski, Engineer, South Bend, Ind. East and south sides of the buildings. The administration (and common) building (three floors and basement) has the main entrance on the east. The left (south) wing is the girls' classroom building; the right (north) is the boys' wing. The auditorium-gymnasium is west and north of the chimney.

St. Joseph's High School, South Bend, Indiana



A typical classroom



The art room

The windows are of clear glass extending to the ceiling. Fluorescent lighting is provided for dark days. Below the windows are unit ventilators and book shelves. Chalkboard is on the front wall, and corkboard on the rear wall. Block walls are unplastered and are painted. Floors are covered with asphalt tile. Ceilings are finished with sprayed acoustic plaster. Classrooms have two entrances from the corridor. The art department has modern furniture and storage and display facilities.

A Complete Inter-Parish High School

St. Joseph's Catholic High School at South Bend, Ind., now nearing completion, is an outstanding example of modern high school facilities for all the boys and girls of the city and surrounding communities and an object lesson in interparish co-operation. About 24 parishes have joined hands to erect the buildings.

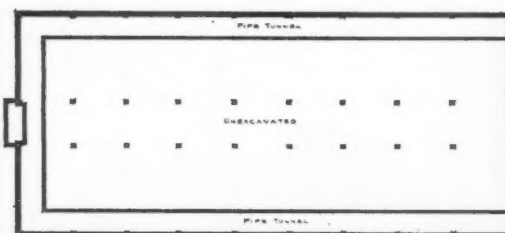
The new school is located on a plot 350 by 600 feet west of the grounds of the University of Notre Dame and south of St. Mary's College.

The buildings were planned by Gaul and Voosen, architects and engineers, of Chicago, with Chester L. Jankowski, engineer, of South Bend, in charge of construction.

This combination school with 36 classrooms and an unusual number of special rooms consists of a central administration building with facilities that may be used by both groups of students and three wings — the girls' classroom wing, the boys' classroom wing, and the auditorium-gymnasium.

Construction and Materials

Construction materials are Waylite block and brick on a reinforced-concrete frame.



The Audio-Visual Aid Room

Exterior materials are face brick, Indiana limestone, and Wisconsin Lannon stone.

Classroom walls are not plastered; paint is applied directly to the blocks. The ceilings are plastered and finished with sprayed acoustic plaster. Floors are covered with asphalt tile. Double-hung aluminum window sash is glazed with clear glass to the ceiling. All rooms have fluorescent lighting.

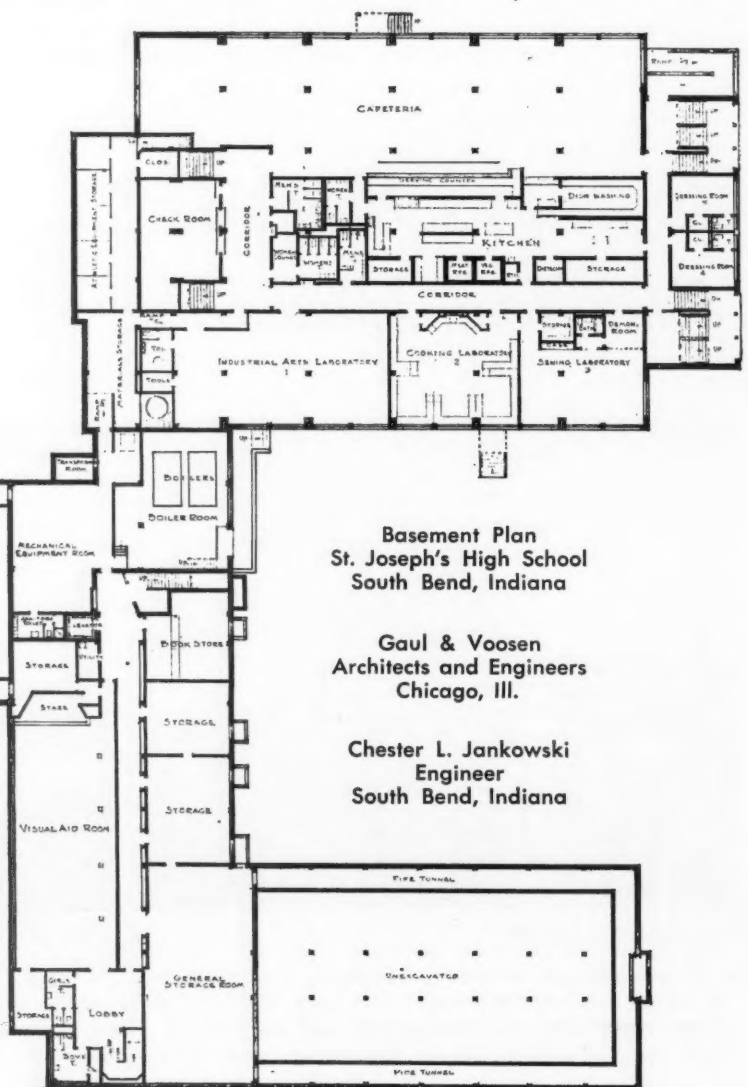
Steam heating is supplied from oil-fired boilers. Classrooms have unit heating and ventilating. Areas presenting special ventilating problems are supplied with forced ventilation at the proper temperature.

Corridors, stairways, and toilet rooms have glazed tile wainscoting. The corridors have asphalt tile floor covering and sprayed acoustic tile ceiling. Stairways and toilet rooms have terrazzo floors. The gymnasium will have a maple floor laid on a half inch of cork.

The various classrooms and activity rooms are equipped with intercommunicating telephones. A central location in the administration building controls the program clock, telephone system, and radio. Electric hand dryers are installed in the washrooms.

The Planning

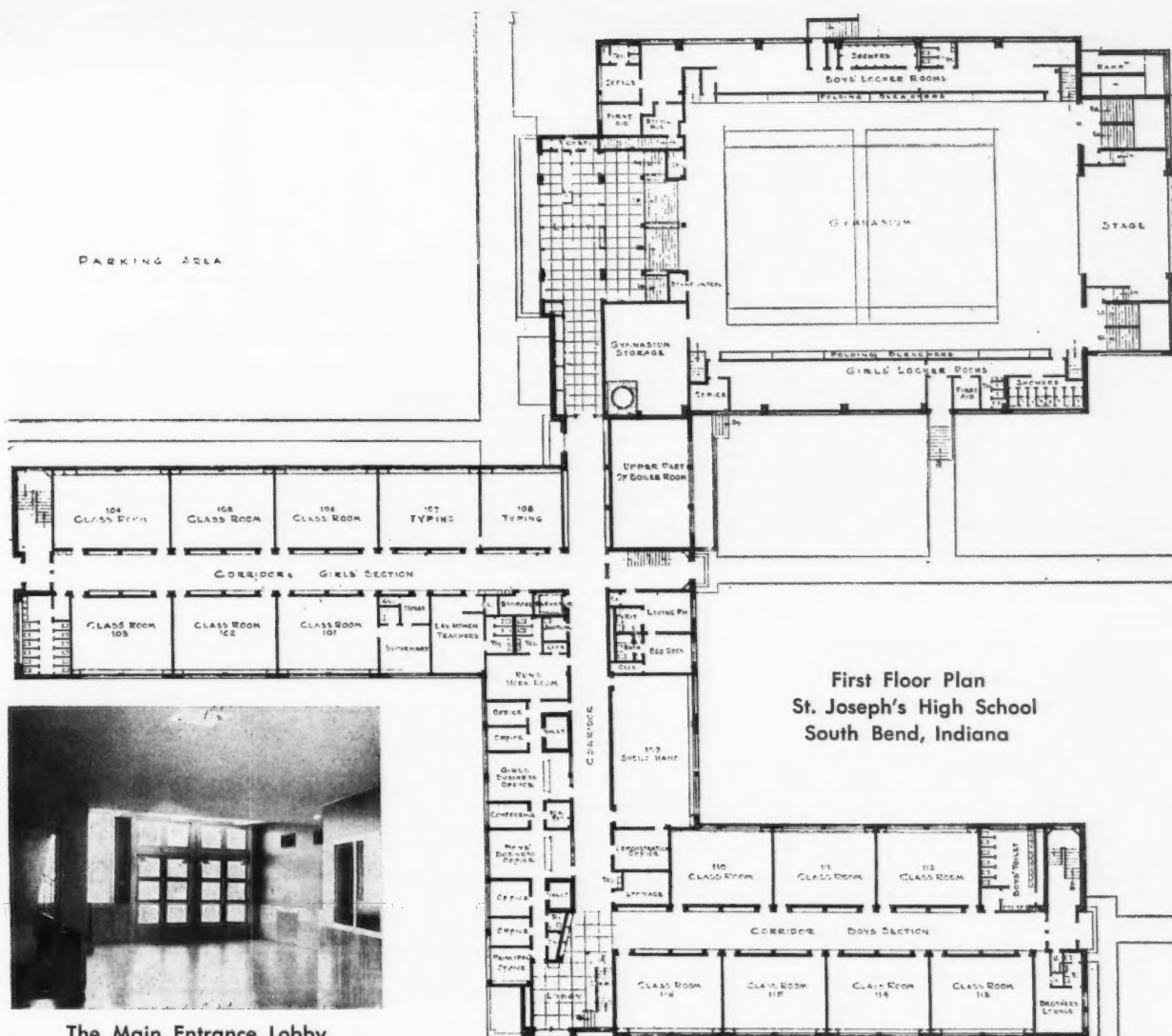
The large Catholic population co-operating in this high school project for 1400 boys and girls permits and even requires



Basement Plan
St. Joseph's High School
South Bend, Indiana

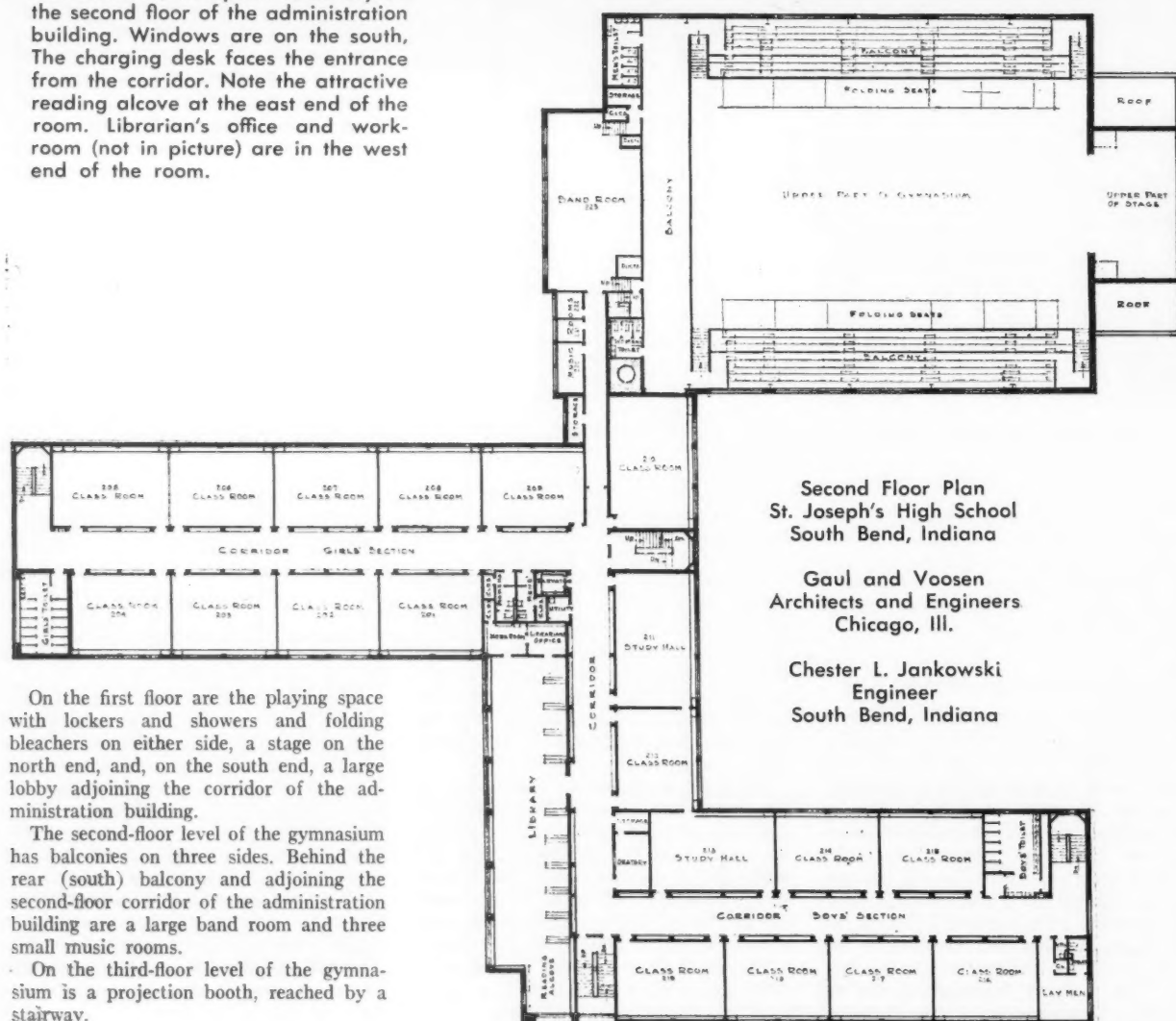
Gaul & Voosen
Architects and Engineers
Chicago, Ill.

Chester L. Jankowski
Engineer
South Bend, Indiana





The beautiful, well planned library on the second floor of the administration building. Windows are on the south. The charging desk faces the entrance from the corridor. Note the attractive reading alcove at the east end of the room. Librarian's office and work-room (not in picture) are in the west end of the room.



On the first floor are the playing space with lockers and showers and folding bleachers on either side, a stage on the north end, and, on the south end, a large lobby adjoining the corridor of the administration building.

The second-floor level of the gymnasium has balconies on three sides. Behind the rear (south) balcony and adjoining the second-floor corridor of the administration building are a large band room and three small music rooms.

On the third-floor level of the gymnasium is a projection booth, reached by a stairway.



A corridor in a classroom wing.

General Information

There are eight offices, 36 classrooms, three commercial rooms, four laboratories, library, three music rooms and a band room, two study rooms, an industrial-arts shop, a mechanical drawing room, a clinic room, four teachers' rooms, an audio-visual or little-theater room, gymnasium-auditorium, and a cafeteria.

The pupil capacity is 1400. The building cost \$1,950,000 and equipment \$50,000. The cost per cubic foot was 90 cents; cost per pupil, \$1,428.

NEED 43,000 CLASSROOMS

Enormous Need

Discussing the problems facing Catholic schools, Dr. Urban H. Fleege, of the N.C.E.A., says in a recent report of his survey:

"Conservative estimates call for the building of at least 43,000 additional classrooms and the recruiting of some 60,000 additional teachers by 1960 if we are to continue to provide Catholic educational facilities for but half of our Catholic children. After 1960, classroom and teacher needs will increase yearly even beyond what the annual need will be between now and 1960."

* * *

"For the 12th consecutive year Catholic educators have had to add more classrooms and find more teachers for the more than 3,000,000 children currently attending nearly 9000 Catholic elementary schools. Next September the number of children waiting to enter Catholic first-grade classrooms will be even larger than last September. Each succeeding September, until at least 1960, the number will be greater. By 1957 there will be almost half again as many as in September, 1951. Four million pupils are expected to enroll in Catholic elementary schools by 1960 if personnel and building needs can be met.

"Today 46 per cent of Catholic elementary school children are attending a Catholic school. If Catholics are to continue providing a Catholic education for even less than half of all their children of this age, they will have to build and equip 3,500 new elementary schools between now and 1960-61. The building program is estimated, at present school construction costs, at close to a billion dollars.

"While financing this needed expansion program, during the next seven years Catholics will have to recruit, educate, and have ready to step into the classroom over 27,000 addi-

tional elementary school teachers, not counting replacements needed to cover normal attrition in teacher personnel.

"Were Catholics to provide educational facilities for all their children, they would have to be ready to absorb around a million new pupils each September for the next five or six years. Today they are providing a Catholic education for more than four out of every ten Catholic children and youth. Every school day Catholics of the United States are saving the taxpayers more than \$4,000,000 in maintenance and operation costs alone, not counting the huge sums involved in capital outlay."

* * *

"Today there are some 2,300 Catholic high schools staffed by more than 28,000 teachers. The 600,000 students enrolled account for a little over one third of all Catholic adolescents in America's high schools. In other words, Catholic high schools are educating only 36 per cent of all Catholics enrolled in secondary schools. Catholic high schools are not, however, an insignificant part of American secondary education; actually, one in every 12 American secondary students is in a Catholic high school. One in every nine of America's elementary school pupils attends a Catholic elementary school.

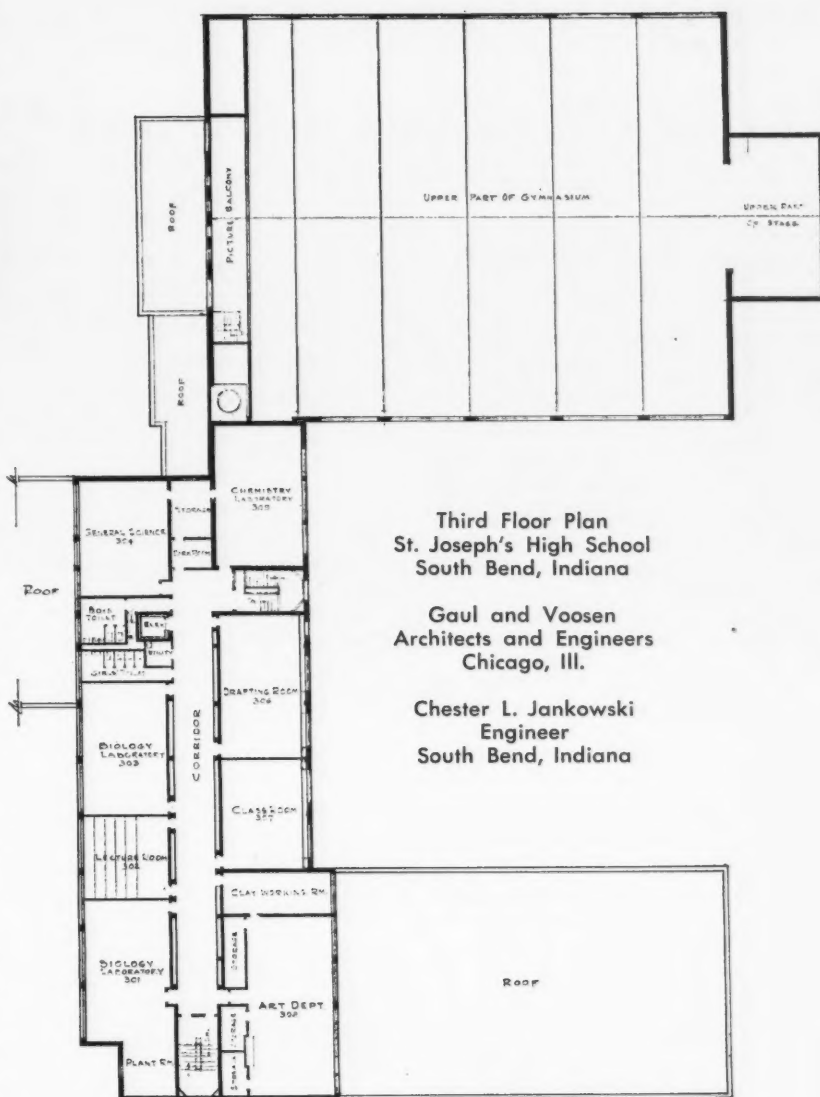
4,000,000 Students

The department of education of the N.C.W.C. has just released its biennial statistical report for the years 1951-52. A recent N.C.W.C. news story by Bob Crean based on this report for 1951-52 estimates that in the fall of 1954 Catholic schools (elementary, secondary, and collegiate) will enroll more than 4,000,000 students.

The 1951-52 report shows that enrollment in Catholic elementary and secondary schools increased 10.5 per cent over the figures for the previous biennial period. Elementary enrollment rose 11 per cent in two years and 41.1 per cent in 10 years. In 1951-52, in the elementary schools, 14.1 per cent were in the first grade and only 9.2 per cent in the eighth grade.

Record in Building

The cost of private school construction will reach a record high of \$520,000,000, 11 per cent above the record of 1953, according to a recent estimate of the U. S. Departments of Commerce and Labor. Private school and church building rose 34 per cent and 20 per cent from May, 1953, to May, 1954, while total building rose only 4 per cent.



Third Floor Plan
St. Joseph's High School
South Bend, Indiana

Gaul and Voosen
Architects and Engineers
Chicago, Ill.

Chester L. Jankowski
Engineer
South Bend, Indiana

To God Through Song: A Kindergarten Program

Sister M. Marguerite,

C.S.J.

Kindergarten Teacher

Ascension School

Minneapolis 11, Minn.

It is through meditation that one comes to appreciate the gifts of God. When, as in a drive through the Rockies of Colorado, one is face to face with the majesty of God—His beauty, His variety, His immensity—the best that one can hope is that the memory of these sights will be imprinted everlastingly on the eye of the mind.

A child likes to take to himself the beauty that he sees. He wants to pick the flower, to hold the pussy, or to catch the lovely butterfly. He wants to hear again the good story. He wants to repeat the happy experience—and to hold it forever.

It is to help us all do this as concerns the things of God that the Church has always encouraged great artists and architects to depict the truths of religion in our houses of worship. It is to help us do this that the Church has led us to express in prayer and song our love for God, for Mary, and for the saints. We love the beauty made familiar to us in art, music, and song. The more we pray to Mary, the more we love her. The more we sing to God or Mary, the stronger becomes our love.

Editor's Note: The songs on this page by Sister Marguerite, reprinted from a previous issue of *The Catholic School Journal*, are excellent for September. Songs for other months are forthcoming.

BOOKS FOR TINY TOTS

"It is much too late when the child reaches the age of six to hope to correct his taste in reading or to expect the teachers to do anything about it."

The "weakest area" in children's books is in the religious field.

"If we would begin the development of the child's taste for good reading before he leaves the crib, there would be no comic book problem. The child would undergo attack, just as he may suffer an attack of measles, but there would be no lasting injury if his tastes were properly guided."

These were some of the statements made by Sister Bernice of Marycliff High School speaking at the summer session of Grailville Community College at Loveland, Ohio.

Creepy, Caterpillar

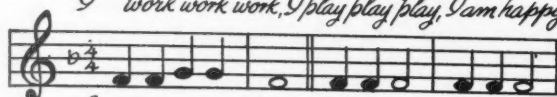


*Creepy, Creepy caterpillar eat and eat all day
Eat and eat and go to sleep. sleep and sleep away
In the Spring sun you will wake a butterfly so gay. Glory be to God.*

God Takes Care of Me.

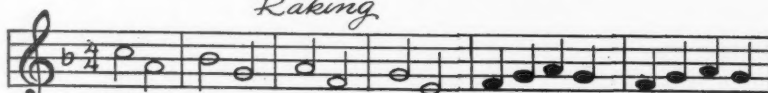


I work work work, I play play play, I am happy all the day and

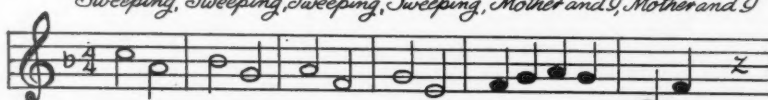


*God takes care of me. 1. He is here in my heart
2. I love God in my heart
3. Please stay in my heart*

Raking



*Raking, Raking, Raking, Raking, Daddy and I, Daddy and I
Sweeping, Sweeping, Sweeping, Sweeping, Mother and I, Mother and I*



*Raking, Raking, Raking, Raking, Daddy and I have fun.
Sweeping, Sweeping, Sweeping, Sweeping, Mother and I have fun.*



The centerpiece of the Marian Year Exhibit at St. Andrew School, St. Paul, Minn. The School Sisters of Notre Dame are in charge of the school.

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American Desk

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Catholic Education News

CATHOLIC EDUCATORS WELCOME BAN ON SEGREGATION

The Supreme Court decision declaring racial segregation in the public schools unconstitutional has received a warm welcome from Catholic educators throughout the United States. Racial segregation in the Catholic schools has been forbidden explicitly in many places and disapproved everywhere.

In the Archdiocese of Washington, D. C.,

school authorities began the integration of the races in the Catholic schools several years ago.

Catholic schools in and around Nashville, Tenn., are now open to Negro students.

In Richmond, Va., Negro students must be admitted to the Catholic high schools. In the Diocese of Richmond some communities have had separate Catholic parochial schools for Negroes. The integration throughout the diocese will be accomplished gradually.

In the Catholic schools of the Archdiocese

of St. Louis, integration of the races began in 1947. On June 22, 1954, Most Rev. Archbishop Ritter issued a pastoral letter to his people urging them to co-operate wholeheartedly with the public school authorities in obtaining integration in the public schools. The following significant paragraph is quoted from his pastoral letter:

"The decision will go a long way in making our educational system conform with the position of Christianity itself. Besides closing the gap between what we as individuals believe and what we have had to tolerate in practice, the Supreme Court decision should strengthen us and unite us morally as a nation."

In the Diocese of Kansas City (Mo.), for several years Negroes have been welcome in all of the Catholic schools. Six years ago the Negro Catholic high school in the city was discontinued and Negro youth have been enrolling in the regular Catholic high schools.

In the Diocese of Wheeling (W. Va.), the integration in Catholic schools began several years ago.

For a number of years a policy of non-segregation, on a voluntary basis, has been practiced in the Archdiocese of San Antonio. This policy was made public and universal on April 5, 1954.

In the Archdiocese of Cincinnati, for some years, Negro children have been attending the parochial schools of the parish in which they live. There are some schools in which all the children are Negroes because they are located where the population is almost entirely Negro. There is one small all-Negro Catholic high school, but residents of the neighborhood are free to attend the other Catholic high schools if they wish.

In the Archdiocese of New Orleans, all Catholic church and school officials stand behind the recent ruling of the U. S. Supreme Court and condemn the hasty action of the state legislature to nullify the decision by passing laws, based upon the police power of the state, to require racial segregation in the public schools. *Catholic Action of the South*, the diocesan newspaper, is publishing a series of editorials urging voters to vote against a change in the state constitution next fall, which would make segregation compulsory in the public schools in violation of the U. S. Constitution.

The Archbishop of Boston, Most Rev. Richard J. Cushing, in a recent pastoral letter, stressing the apostolate to the Negro, commended the U. S. Supreme Court decision. He said:

"Such a declaration is entirely in harmony with Catholic doctrine, for the Church teaches that the Negro, no less than other men, was created by God in His own image and likeness, that he was redeemed by the precious Blood of Jesus Christ. . . . Mary the Mother of Our Saviour was given to all men to be their mother—there was no distinction of race or color."

The Archbishop's letter revealed the little known fact of history that a Negro, who was a priest of the Boston Archdiocese, was a chancellor and pastor in Boston and was consecrated bishop of the Diocese of Portland (Rhode Island) 79 years ago. He was Bishop James H. Healy.

AD MULTOS ANNOS

★ BROTHER ALOYSIUS MARY, F.M.S., celebrated his diamond jubilee as a Marist Brother of the Schools on April 4, 1954.

Brother Aloysius (David Napoleon Cote) was born in Manchester, N. H., in 1875. He entered the Marist Brothers novitiate at St. Hyacinthe, Quebec, in 1893, and received the religious habit, April 4, 1894. He is an expert in training boys' choirs.

★ BROTHER CLAUDE BOULAY, S.M., of St.

(Continued on page 36A)



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offer you an advanced design concept for school tables that can be "put away." The legs fold smoothly for storage — will not unfold accidentally. The table is so rigidly braced, so well constructed, it is frequently used for a permanent table. Hundreds of schools are already making effective use of new Griggs folding tables.



Griggs folding tables come in two sizes, five colorful metal finishes, two smart wood finishes and Formica or masonite tops.

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Mary Sue



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Pom Hat

4c FOR EACH LETTER



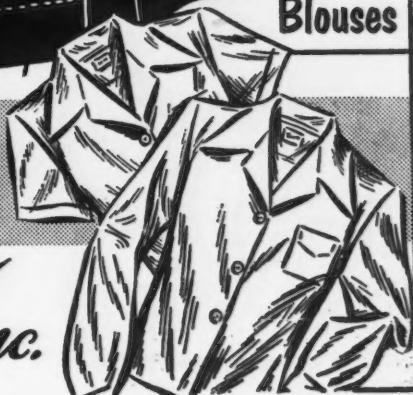
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Catholic Education News

(Continued from page 32A)

Louis College, Honolulu, Hawaiian Islands, is celebrating his golden jubilee year as a Marianist. During his long professional and religious life, Brother Claude has taught both lay pupils in the Brothers' schools on the continent and in Honolulu and also helped to train Marianist teachers. One of his outstanding abilities is the organization of successful dramatic productions.

★ Silver jubilarians of the Society of Mary, Pacific Province, reported recently are: REV. WALTER BACH, S.M., chaplain to the novices at Santa Cruz, Calif.; BROTHER JOSEPH BECKER, S.M., who is studying for a doctorate at Western Reserve University; BROTHER MAURICE MILLER, S.M., prefect of resident students at Chaminade High School, Los Angeles; and BROTHER JOHN PERKO, S.M., director of Chaminade High School in Los Angeles.

★ REV. THOMAS J. MCCORMICK, C.S.V., celebrated the sixtieth anniversary of his ordination with a solemn Mass at which Cardinal Stritch presided in St. Viator's Church, Chicago, on June 20. Father McCormick, now 94 years old, pronounced his first vows in the clerics of St. Viator in 1888. He was ordained by Archbishop Katzer of Milwaukee in July, 1894.

HONORS AND APPOINTMENTS

New Superior General

MOTHER EUCHARISTA GALVIN was elected superior general of the Sisters of St. Joseph of Carondelet, May 3, 1954. The mother house of the order is at 6400 Minnesota Ave., St. Louis, Mo. The new mother general was superior of the province of St. Paul from 1945 to 1951, and a member of the governing board of her province from 1943 to the time of her election as superior general. She was president of the College of St. Catherine at St. Paul from 1937 to 1943.

The retiring superior general, Mother M. Killian Corbett, has returned to her province, that of Los Angeles, Calif.

To North American College

VERY REV. MSGR. FRANCIS F. REH, vice-chancellor of the Archdiocese of New York, has been appointed vice-rector of the North American College in Rome.

Dominican Superior

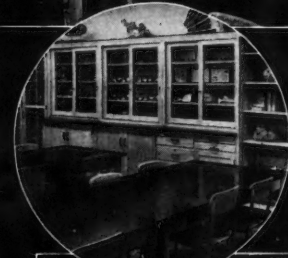
VERY REV. TERENCE McDERMOTT, O.P., provincial of St. Joseph's Province of the Dominicans, is the interim superior general of the Order of Preachers. Succeeding Most Rev. EMMANUEL SUAREZ, who was killed in an auto accident in France, he will preside over the 6500 priests and 15,000 nuns of the order until the general chapter can be called to elect a new superior general.

President of Philosophers

DR. CHARLES J. O'NEIL, of Marquette University, Milwaukee, Wis., assumed the presidency of the American Catholic Philosophical Association at its 28th annual meeting in Milwaukee, April 20-21. He succeeded Dr. JAMES COLLINS, of St. Louis University.

(Continued on page 38A)

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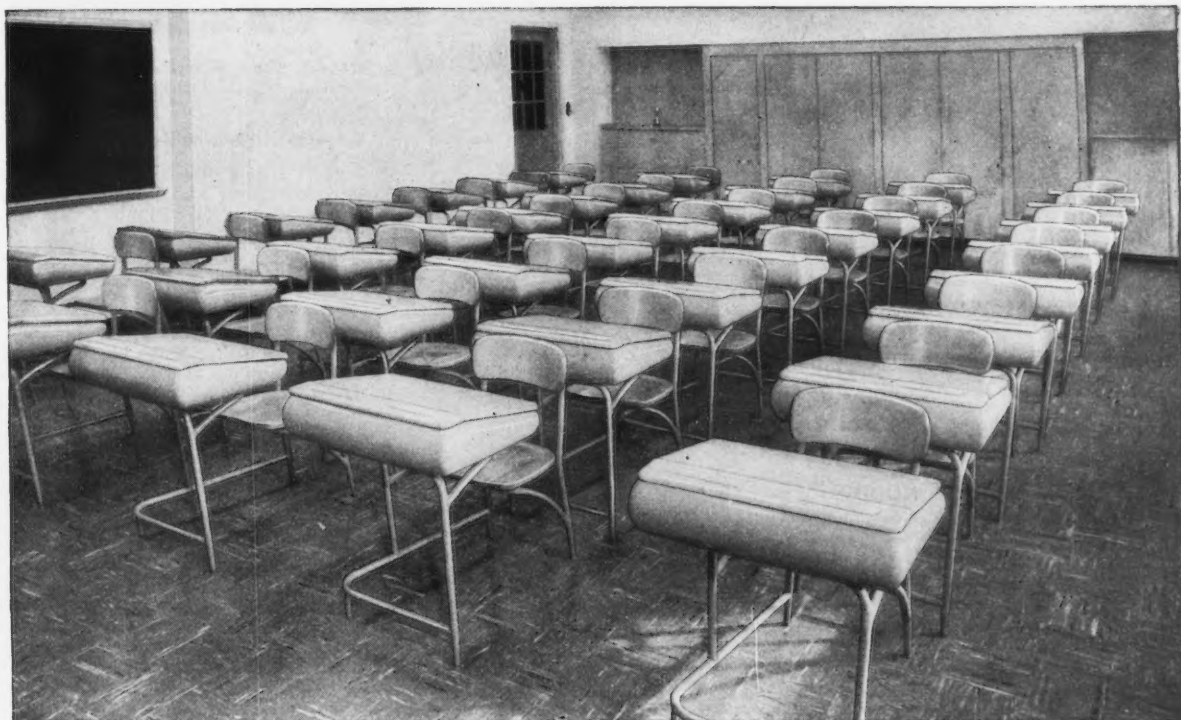


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OUR LADY OF PEACE HIGH SCHOOL

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The beautiful new Our Lady of Peace High School in St. Paul, Minnesota, was designed to be functional. Heywood-Wakefield Tubular Steel School Furniture meets this requirement as well as offering many extra quality features that mean greater service and easy maintenance...for example, welded steel joints, scientifically correct seats for more comfort, super-silent glide chairs. Architects for this handsome new school were Ellerbe & Company, St. Paul; installation of

furniture by Farnham Stationery & School Supply Co., Heywood-Wakefield distributors, Minneapolis. For further information on the EXTRA QUALITY features of Heywood School Furniture, write for free catalog. Heywood-Wakefield, School Furniture Division, Menominee, Mich.; Gardner, Mass.



**On Heywood's 501-LL desk shown here . . . special patented lid has two enclosed friction hinges that hold lid open and permit quiet closing.*

(Continued from page 36A)

To U. S. Education Committee

VERY REV. MSGR. THOMAS J. QUIGLEY, superintendent of schools of the Diocese of Pittsburgh, has been appointed to the study committee on federal responsibility in the field of education. This is a subcommittee of the Commission on Intergovernmental Relations.

College President

MOTHER JEANNETTE KIMBALL is the new president of Duchesne College in Omaha, Neb., conducted by the Religious of the Sacred Heart.

Legion of Honor

HIS EMINENCE FRANCIS CARDINAL SPELLMAN received the cross of Grand Officer of the Legion of Honor from the French Minister of State, Pierre July, in Paris, on May 20. The award was a surprise high light at a dinner in honor of His Eminence by the American Catholic Association of Paris to launch an appeal for \$600,000 for the erection of an American Catholic church and community center in Paris.

To Committee on Certification

BROTHER LOUIS FAERBER, S.M., dean of education at the University of Dayton, has been appointed to the (Ohio) State Advisory Committee to revise the requirements for certification of high school teachers.



Cardinal Spellman receiving decoration from the French Government.

CATHOLIC BOY, Notre Dame announces ANOTHER GREAT LINE-UP of APOSTOLIC ARTICLES for its 1954-55 contest series

MOUNTAIN MONKS

The Carthusians in Vermont

YANKEE SLAVE IN MOLOKAI

Father Damien's lay helper

ISN'T GOD WONDERFUL!

A blind GI is cured

FIERY ABBE PIERRE

Scouring the slums of Paris

THE BARONESS FLIES NORTH

Friendship House in the Yukon

THE DEATH OF A BOY

Don Bosco's dead-end kid

FATHER LOUIS OUTSHOUTS THE REDS

A Slovak Benedictine sneaks past the curtain

GOD'S ENGINEER

Isidore Zorzano's heroism



DOMINIC SAVIO, newly canonized patron of teen-agers, was the subject of our apostolic story last June. Sister Coeline, S.N.D., writes from Sandusky: "The story of Dominic Savio clinches many of the valuable ideals a teacher strives all year to inculcate in her pupils." Sister Ann Louis, Leoville, Kansas, says: "We encourage pupils to subscribe to the Boy because of its worth."

"These heartwarming stories do more by way of inspiration and motivation than hours of instruction. I wouldn't be without the *Catholic Boy*. It's a vital teaching aid."

— Sister Mauritia, Pesotum, Ill.

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School price for 5 or more subscriptions — 15¢ a copy

THE CATHOLIC BOY, Box 123, Notre Dame, Indiana

Dean of Graduate School

REV. JOHN M. DALEY, S.J., is now dean of the graduate school of Georgetown University. He has been acting dean since January, 1954, succeeding REV. GERALD F. YATES, S.J., who will direct a group of Georgetown students who will spend their junior year at the University of Fribourg, Switzerland.

Superintendent of Schools

REV. JAMES P. GALVIN, Ph.D., is the new superintendent of schools for the Archdiocese of Indianapolis. He succeeds REV. JOHN B. CASEY, deceased.

Siena Medal

SISTER IGNATIA, of the Sisters of Charity of St. Augustine, has been awarded the 1954 Siena Medal by the Theta Pi Alpha Sorority of Catholic college women. The citation was for "outstanding achievement in one of the major problems of our country today—alcoholism." As head of St. Thomas Hospital, Akron, Ohio, she let Dr. Bob, cofounder of AA, bring his alcoholic patients to her hospital and helped to put them on their feet.

An Official Tour

MSGR. NICHOLAS H. WEGNER, director of Boys Town, Neb., has returned from a 5-month tour undertaken at the request of the U. S. Government as a part of the State Department's International Educational Exchange Service to promote mutual understanding in the free world. He visited Japan, Korea, the Philippines, Singapore, the Malay States, Burma, India, Pakistan, Turkey, and Ireland, and attended the canonization of St. Pius X in Rome.

Msgr. Wegner urges Americans to continue to help the people of the Orient. He says: "The poverty of these people is appalling, but progress is being made. Without the help which the U. S. has given, it is not likely they could have survived as free nations."

Chief of U. S. Delegation

REV. JAMES B. MACELWANE, S.J., dean of the Institute of Technology at St. Louis University, has been named by the U. S. State Department as chief of the official voting delegation of the U. S. to the International Union of Geodesy and Geophysics (mathematics applied to the earth's surface) at Rome, September 14-25.

Father Macelwane set up the first department of geophysics in the Western Hemisphere at St. Louis University in 1925.

(Continued on page 43A)

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for students*



SCHOOLMASTER MONITOR

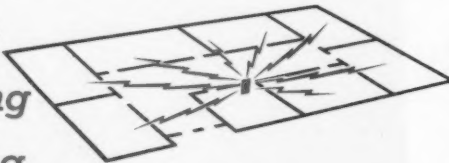
CLASSROOM TEMPERATURE

Kind 1	<input type="checkbox"/>	111
Kind 2	<input type="checkbox"/>	112
101	<input type="checkbox"/>	Nurse
102	<input type="checkbox"/>	Music
103	<input type="checkbox"/>	Lunch
104	<input type="checkbox"/>	Library
105	<input type="checkbox"/>	Teach. Rm.
106	<input type="checkbox"/>	Aud.
107	<input type="checkbox"/>	G. Toilet
108	<input type="checkbox"/>	Gym.
109	<input type="checkbox"/>	B. Toilet
110	<input type="checkbox"/>	Office

Honeywell SCHOOLMASTER System



*... puts information on
classroom temperature into
the hands of the principal
as an aid to
increasing
teaching
effectiveness*



INCREASED TAKE-HOME LEARNING

Recent research reports bear out facts about the effects of classroom temperature which most instructors have long recognized. Overly warm rooms slow up thinking processes and dull the mind. And, chilly rooms cause distracting discomforts which make concentration on study difficult. It is a simple conclusion, that temperatures that are just right, result in more "take-home" learning for the student.

The cost of exposing a child to education is the same whether surrounding conditions make him receptive to learning or not. What he doesn't absorb is lost.

How much will improved room temperature control increase the take-home learning of your average student? Will it be . . . 5% . . . 10% . . . 20% . . . 40%? Make an estimate based on your own good judgment. Now multiply this percentage by your school's operating cost per pupil (usually around \$300.00 per year). Next multiply the resulting figure by the number of pupils in the room . . . in your school. You'll be surprised at the answer. Even a minimum improvement will more than return your investment. And remember, too, for many students this added learning will prove priceless in the years ahead.

provides not one but three important functions that assure a better and safer learning environment for your students!

- 1** HONEYWELL BRINGS YOU A NEW THERMOSTAT THAT DOES MORE THAN REGULATE HEAT



makes temperature a part of teaching.

Here is the world's first and only thermostat that is custom designed for the instructor's use in matching classroom temperatures to teaching activities. Each part of its design has been carefully fitted to school needs.

Incorporated into the Honeywell Schoolmaster Thermostat are such outstanding features as a fingertip temperature adjustment knob (optional), horizontal styling that allows a free flow of air for faster response, and simple, easy-to-read room temperature and setting indicators.

Under the cover are, not just one temperature sensing unit as in conventional thermostats, but three separate sensing devices. One operates the patented non-bleed pneumatic control mechanism for room temperature control. The second signals the room temperature to the Schoolmaster Monitor in the principal's office. And the third is a safety element which sets off an alarm in case of fire. Every feature is important in the modern school.

- 2** IT'S COMBINED WITH A PUSHBUTTON MONITOR FOR CHECKING CLASSROOM TEMPERATURES



gives administrator a fingertip report.

No longer need the principal be limited in his ability to supervise the use of temperature as a teaching aid. Here is a device that gives him a pushbutton reading for any classroom, right from his own office. Now, he can be sure that each room in his school plant is being maintained at the temperature that is most conducive to learning.

The Honeywell Schoolmaster Monitor is an accurate indicator panel for reporting classroom temperatures. It is wired to a special sensing element in the thermostat for each room. Each of these elements reports temperature information to the central panel. When the principal wants to check the temperature of any room, he just pushes the corresponding button on the Monitor and the exact reading appears on the indicator dial.

- 3** PLUS . . . ADDED FIRE ALARM PROTECTION FOR EVERY ROOM IN YOUR SCHOOL



assures greater safety.

Extra outstanding feature of the Honeywell Schoolmaster System is the fire protection it offers in addition to your school's regular fire alarm system. Sensing elements in each room and in closets and storage rooms, if you wish, keep a constant lookout for fire.

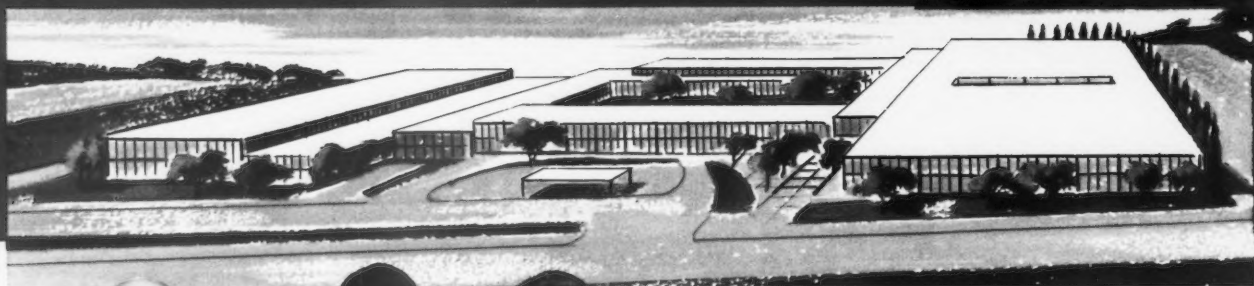
If a fire should break out, the Schoolmaster Monitor not only rings a bell, it also indicates the exact room in which the fire has occurred. No longer is it necessary to waste precious time looking for the source of the alarm. The Schoolmaster System gives you all the information you need immediately.

... the only set of temperature controls ever designed especially for school use!

Inspired by the requests of leading educators, Honeywell created this custom-tailored system to allow the school executive to work with his staff in using classroom temperature as a teaching aid.



what the Honeywell schoolmaster system means to others, it can mean to you!



John Lyon Reid and Partners (left to right): Burton L. Rockwell, A. I. A.; John Lyon Reid, A. I. A.; Alexander G. Tarics, Civil Engineer; William M. Gillis, A. I. A.; Richard S. Banwell, A. I. A.

"In planning the Hillsdale School, we attempted to integrate the physical design of the school with the requirements for most effective teaching," says San Francisco architect John Lyon Reid, A.I.A.

"The Honeywell Schoolmaster System allows proper recognition to the importance of temperature in the classroom. Here, for the first time, the responsibility for the control of temperature will be in the hands of the teaching and administrative staff where we feel it rightly belongs."



T. F. Reynolds

Your school can have the advantages of the Honeywell Schoolmaster System too. Honeywell engineers designed the Schoolmaster System with a full understanding of application requirements. You'll find the equipment designed to fit right into the plan of your school whether it's new or old. Just call or write your nearest Honeywell office for information.

Send coupon today for complete details without obligation to you.

Gentlemen: Without obligation please have your representative call and furnish me with information on how the Honeywell Schoolmaster System can be used to advantage in our school.

(PLEASE PRINT TO AVOID ERROR)

Name _____
 School _____
 Address _____
 City _____ Zone _____ State _____



*here's why the planners
 of Hillsdale's nationally
 noted new high school
 welcome the Honeywell
 SCHOOLMASTER System*

G. M. Richards, Consulting Engineer.
 Harry Lee Plb. & Htg. Co., Mechanical Contractor.
 Rothschild, Raffin and Weirick, General Contractor.



"As a school administrator," says T. F. Reynolds, district superintendent for the Hillsdale High School, San Mateo, California, "I am charged with the responsibility of making our teaching as effective as possible. From long experience I know that proper temperature control is an important and an integral part of the school's atmosphere for learning."

"With the installation of the Honeywell Schoolmaster System in the Hillsdale School, not only the teachers, but the administrative staff can be responsible for assuring that proper temperatures are used at all times."

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 REGULATOR COMPANY**

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Catholic Education News

(Continued from page 38A)

College President

SISTER FRANCIS JOSEPH, S.P., has been appointed president of St. Mary-of-the-Woods College, in Indiana. She was formerly vice-president. This appointment by the new superior general has changed a long-standing custom of the superior general serving as president of St. Mary-of-the-Woods College.

Sociology Award

REV. PAUL HANLY FURFEX, professor of sociology at the Catholic University of America, received the first annual award for outstanding contributions in sociology in 1953 from the American Catholic Sociological Society at its spring meeting in Chicago. He was honored for his recent book, *The Scope and Method of Sociology*.

To Science Foundation

REV. THEODORE M. HESBURGH, C.S.C., president of the University of Notre Dame, and REV. JAMES B. MACELWANE, S.J., dean of the Institute of Technology at St. Louis University, were appointed by President Eisenhower to six-year terms on the National Science Board, the 24-member policy-making body of the National Science Foundation.

College President

REV. HUGH J. SOMERS is the new president of St. Francis Xavier University, Antigonish, N. S. He succeeds MSGR. P. J. NICHOLSON, who served for nearly ten years.

Theology Award

VERY REV. FRANCIS J. CONNELL, C.S.S.R., noted theologian of the Catholic University of America, received the 1954 Cardinal Spellman Award at the ninth annual convention of the Catholic Theological Society of America held in Montreal, Que., in July.

N.C.E.A. Officer

REV. GERALD E. DUPONT, S.S.E., dean of St. Michael's College, Winooski Park, Vt., was elected to the executive board of the National Catholic Educational Association at its annual meeting, in May, at Chicago.

Father Dupont of the Society of St. Edmund, is nationally known for his work in developing the St. Michael's Plan. Last year the entire four issues of the *Bulletin of Higher Education* at the Catholic University of America were given to his paper analyzing the proper aims of a liberal arts college.

Honored by Germany

REV. ALCUIN HEIBEL, O.S.B., and REV. FRANCIS BURGER, O.S.B., of Mount Angel Abbey, Mt. Angel, Ore., have received from the Federal German Republic the Officers' Cross of the Order of Merit for relief work in central Europe. They were president and secretary, respectively, of the Central Europe Relief Committee sponsored by the abbey since 1945.

National Chaplain

REV. FRANCIS X. O'BRIEN, S.J., dean of men and administrator of the school of business

at Canisius College, Buffalo, N. Y., was elected national chaplain of the Reserve Officers' Association at its recent annual convention in Omaha, Neb.

Jesuit Provincial

REV. THOMAS E. HENNEBERRY, S.J., president of Bellarmine College, Plattsburg, N. Y., is the new provincial of the New York Province of the Society of Jesus. He succeeds REV. JOHN J. MCMAHON who has completed a six-year term.

College President

REV. WILLIAM A. RYAN, C.M., principal of De Paul Academy in Chicago for the past seven years, is now president of St. Vincent College, Cape Girardeau, Mo. This is the preparatory seminary for the Vincentian Fathers (Congregation of the Missions) of the western province of the U. S.

REQUIESCANT IN PACE

● REV. JOHN B. CASEY, superintendent of schools of the Archdiocese of Indianapolis during the past 12 years, and director of the Confraternity of Christian Doctrine, died on May 25, age 44. He was born at Terre Haute, Ind.

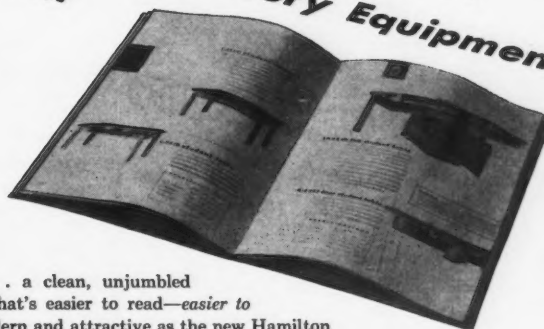
● SISTER M. LIGOURI O'HARA, of the Sisters of St. Joseph, died, June 13, at the age of 93. She was in her sixty-fourth year in religion. Sister Ligouri was a former dean of the College of Our Lady of the Elms in Chicopee, Mass., and was, at one time, supervisor and director of educational work in the diocese of Worcester and Springfield.

● SISTER TERESA OF THE PASSION, former provincial superior of the midwest province of the Sisters of Notre Dame, died at the

(Continued on page 44A)

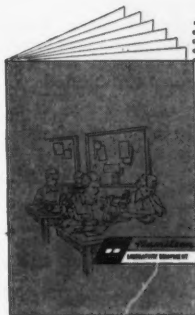
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All-Purpose Laboratory Equipment
by Hamilton



Now . . . a clean, unjumbled catalog that's easier to read—easier to use—modern and attractive as the new Hamilton equipment displayed in its 36 big pages! This new catalog contains such useful features as a condensed presentation of the entire line, complete with dimensional information—do-it-yourself planning materials and complete, concise specifications for all units.

In the market for new equipment or not, you should keep well informed on *what's new by Hamilton*—leaders in the all-purpose laboratory equipment field. All you need do is use the coupon below—and the catalog is yours without charge or obligation. Why not get that coupon in the mail today?



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HAMILTON MANUFACTURING COMPANY • Two Rivers, Wisconsin
() Please send me Catalog No. 215 of All-Purpose Laboratory Equipment—without charge or obligation to me.
() We plan to build or remodel our laboratories. Please give us additional planning assistance.

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If available, I would like to have _____ additional catalogs for others here.

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\$3.25 per dozen — \$26.49 per 100

Letter Cards in Boxes

\$2.98 per dozen

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\$2.98 per dozen



Pupils Easily Teach Themselves to Read with This Material



R1003

These remarkable pieces of seat work, developed in the Chicago schools, enable the pupil to begin teaching himself to read, in the study period time, quite independent of the class teaching he receives.

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Excitingly New!!

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SINGLE UNITS.....\$1.00
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PER DOZEN.....\$10.98
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GRADE LEVEL 1-C — 1-B

Vocabulary Seat Work for Slow Pupils

In this piece of seat work, the pupil is given only five words at a time for word-and-picture matching, and he must match each one not once but ten times. Thirty words are included.

Easy Vocabulary. Six different lay-sheets, including dictionaries, and word-cards for cutting up.

R982..75¢..3 sets for \$1.98

SIX NEW SIX-PUPIL SETS

By Isabelle Long Edited by James E. McDade

Each set has six lay-sheets, each with 14 words, and pictures, centering about a single topic, six dictionary cards, and six word-cards for cutting, with six envelopes for cut-up words, or 84 words per set. 504 basic vocabulary words in all. Each unit weighs 7 oz.

R1001.....84 nouns.....75¢ — 3 for \$1.98

R1002 70 nouns and plural
forms.....75¢ — 3 for \$1.98

R1003.....84 verbs.....75¢ — 3 for \$1.98

R1004.....84 nouns.....75¢ — 3 for \$1.98

R1005.....84 nouns.....75¢ — 3 for \$1.98

R1006.....85 verbs.....75¢ — 3 for \$1.98

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EDUCATIONAL PUBLISHERS

2921 West 63rd St., Chicago 29, Ill.

Catholic Education News

(Continued from page 43A)

Summit convent of Notre Dame at Cincinnati, Ohio, on June 30, at the age of 75.

● MOST REV. EMMANUEL SUAREZ, O.P., master general of the Order of Preachers, was killed in an automobile accident, early in the summer, while visiting houses of his order in France.

Father Suarez was born November 5, 1895, in Campomanes, Asturias, Spain. He joined the Dominicans at the age of 18, and was elected master general in September, 1946. He also held the office of Consultor of the Holy Office, Synodal Judge of the Vicariate of Rome, Pro-Defender of the Bond of Matrimony at the Sacred Roman Rota.

● REV. FRANCIS P. LEBUFFE, S.J., educator, lecturer, and author, died May 27, in New York City at the age of 69. Among his well-known books is the series of 27 volumes, entitled *My Changeless Friend*. Father LeBuffe was born in Charleston, N. C.

● REV. ELWOOD S. BERRY, professor of moral theology and philosophy at Mount St. Mary's College, Emmitsburg, Md., for 32 years, died, July 9, at the age of 75. A native of Ohio and a convert to the Faith at the age of 16, Father Berry was ordained for the Diocese of Columbus, June 9, 1906. While serving as a parish priest he gained a reading and speaking knowledge of eight languages. He is the author of a number of books including *Eucharistic Literature*, *Commentary on the Songs*, an archaeology series, and *The Church of Christ*.

● REV. JOSEPH A. ASSMUTH, S.J., former chairman of the department of biology at Fordham University, died June 11, in Germany, at the age of 83.

● SISTER JUSTINA KNAPP, O.S.B., teacher and expert in liturgical art, a Benedictine nun for 72 years, died June 28, at St. Benedict's Convent, St. Joseph, Minn., at the age of 90. For nearly 50 years she was connected with the well-known St. Walburg's Institute of Liturgical Art, being noted especially for her scholarly work on early and medieval Christian art symbols.

● BROTHER EDMUND FRANCIS HINSSEN, F.S.C., for 54 years a Christian Brother, died, July 16, at Barrytown, N. Y., at the age of 74.

● MOTHER M. CECILIA NORTON, former provincial of the North American province of the Congregation of the Sisters of St. Joseph, died at the Convent of Mary Immaculate, West Hartford, Conn., June 1. She had been a Sister of St. Joseph for 56 years.

SIGNIFICANT BITS OF NEWS

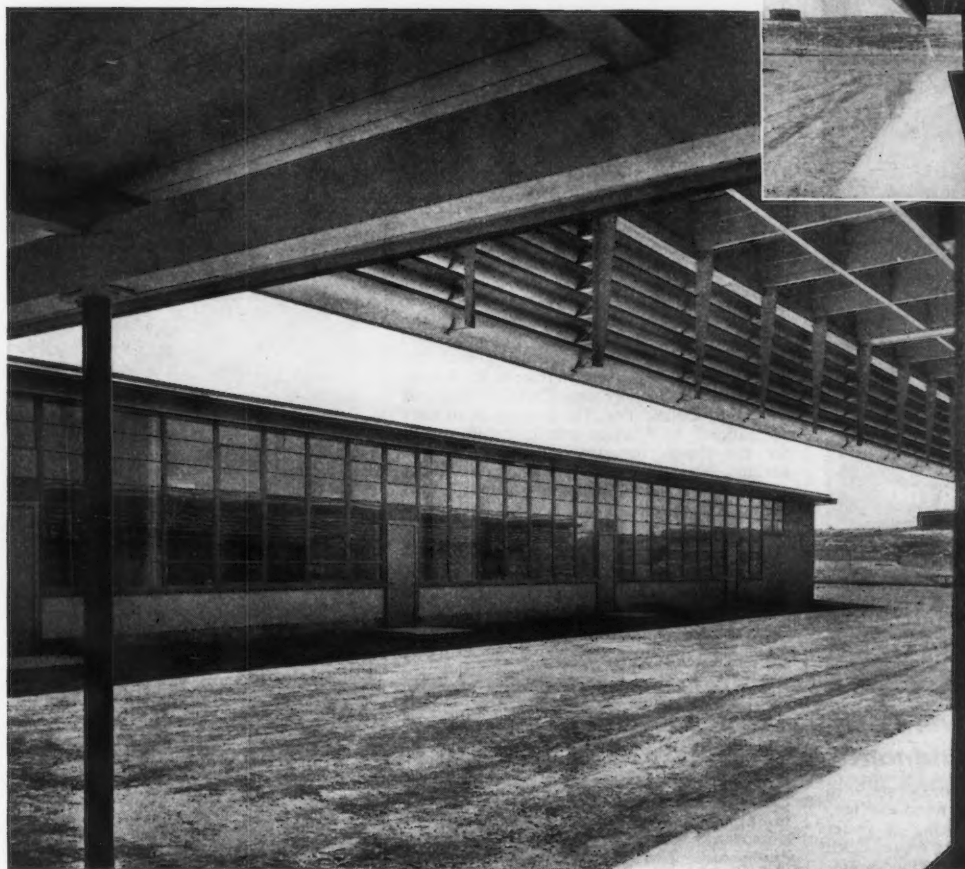
Shrine to St. Philomena

At Seton Hill College, Greensburg, Pa., on May 30, Bishop Lamb dedicated a beautiful shrine in honor of St. Philomena. The Shrine was designed by Francis O'Connor Church, a former professor at Carnegie School of Technology and a prominent Greensburg architect. It is an equilateral triangle fifty feet on a side. The rear wall is of Indiana limestone, the front elevations of stainless steel and plate glass with ten double doors.

The altar is of black marble, the floor of terrazzo, and the kneeler chairs of golden metal and upholstered. The life-sized statue of St. Philomena is sculptured from Texas limestone by Frank Aretz, well-known Pittsburgh sculptor.

(Continued on page 46A)

March Air Force Base Elementary School, near Riverside, California. Architect: Bolton Caldwell Moise, Jr. General Contractors: Quiller Construction Co., Los Angeles, California. Windows: Lupton Architectural Steel Projected.



High windows on the south walls, protected by an overhang and lowered sunshades, plus full length windows on the north walls assure classrooms of excellent cross ventilation and maximum daylighting.

Lupton Windows make the walls . . .

This unique California school is in six parts. There are three buildings of four classrooms, a kindergarten, an administration unit and a multi-purpose section. Each is separate, connected only by a covered walk. In emergencies, children can be outdoors almost instantly.

Classroom northwalls, from ceiling to chair-rail, are Lupton Architectural Steel Projected Windows. Another continuous strip of Lupton Metal Windows make the opposite walls, from ceiling to door height. Result — classrooms that are flooded with light and air.

The new school you plan may present different design problems — but it can enjoy these advantages of Lupton Metal Windows —

Strength — through sturdy metal. Windows that will not warp, swell, shrink or rattle.

Daylight — narrow metal frames and muntins that allow maximum glass area per window opening.

Ventilation — choice of ventilator style and arrangement that permits maximum air flow adaptable to climatic conditions.

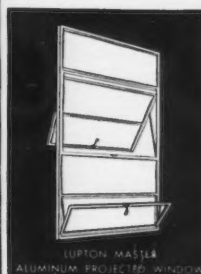
Lupton Metal Windows, in steel or aluminum, are available in many styles and sizes. Write direct for new General Catalog.

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LUPTON METAL WINDOWS



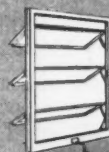
Member of the Steel Window Institute and Aluminum Window Manufacturers' Association



LUPTON METAL ALUMINUM PROJECTED WINDOW



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LUPTON ALUMINUM DOUBLE HUNG WINDOW

SAVE 85%*
Of Needless
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NEW, FASTER DRYING
Sani-Dri
Provides CLEAN,
SANITARY SERVICE

*** No Towel Costs
... Less Maintenance**

Save up to 85% of washroom costs with new, faster drying Sani-Dri hand and hair dryers. No buying and storing of paper towels... no monthly service fee for cloth towels. Sani-Dri reduces maintenance overhead and provides 24-hour, automatic drying without mess and clutter. Washrooms are more sanitary with no towel waste and no fire hazard. All Sani-Dri models carry the Underwriter's seal of approval and full 2 year guarantee!

**Only Sani-Dri—The Original
Electric Dryer, Offers So
Many Exclusive Features!**

No other dryer offers all the advantages of Sani-Dri. No other dryer gives you as complete a line of models to choose from for your particular washroom requirements.



**HERE'S PROOF
You, too, Can
Save with
Sani-Dri!**

WRITE TODAY FOR NEW ILLUSTRATED FOLDER!

Manufactured and Guaranteed By
THE CHICAGO HARDWARE FOUNDRY CO.
Dependable Since 1897

794 COMMONWEALTH AVE.

Catholic Education News

(Continued from page 44A)

Catholic Populations

The Catholic population of the world is 472,000,000, according to a recently published survey by Rev. Adrien Bouffard, of Paris. This is nearly 20 per cent of the world population of 2,440,000,000. Catholics form about 2.3 per cent of the population in Asia, 39 per cent in Europe, 56 per cent on the American continent, 8.5 per cent in Africa, and 20 per cent in Oceania. Brazil has the largest number of Catholics, 48,000,000; Italy has 47,500,000; France, 35,000,000; U. S., 30,000,000; Spain, 28,900,000; Germany, 26,500,000; Mexico, 23,000,000; and Argentina, 16,000,000.

A Catholic Children's Day

National Children's Day in honor of Our Lady of Fatima is observed on the first Saturday of October, this year on October 2. The first observance was sponsored by the Ursuline Nuns. For greater publicity and wider acceptance, it was taken up, with the permission of Most Rev. Joseph P. Lynch, Bishop of Dallas, by the Catholic Women's League of Dallas, Tex. The purpose is to have the children of America join in public prayer for the things requested by Our Lady of Fatima. For information and a prayer leaflet address: Catholic Woman's League, 2905 Maple Ave., Dallas, Tex.

Language Teachers Organize

The Catholic Association of Foreign Language Teachers was formed, May 15, at the University of Detroit. This first association of its kind to cross state lines was attended at its initial meeting by teachers of modern and classical language from southern Michigan and northern Ohio. Officers elected are: president, Sister Charles Ellen, S.C., teacher of French, Shrine of the Little Flower, Royal Oak, Mich.; vice-president, Bernard Jablonski, professor of French, John Carroll University, Cleveland; secretary, John Prevost, assistant professor of French, University of Detroit; treasurer; Sister M. Roselma, O.S.F., teacher of Spanish, Central Catholic High School, Toledo. The next regular meeting will be on the second Saturday in October.

Spanish-American Seminary

The Theatine Fathers will open, in Denver, Colo., this fall, a seminary to educate priests for work among the Spanish Americans of the Southwest. The fathers will bring some of their seminarians from Spain to complete their course at the new St. Andrew Avellino Seminary in Denver. They expect this undertaking to result in an increase in vocations among Spanish Americans.

A Success Story

Donald Paul Rosendale, who was 18 years old on June 26 and who was graduated with honors from St. Paul's High School, Portsmouth, Va., on June 6, is the national winner of first place in the Thom McAn Success Awards. The award is a \$1,000 scholarship which he will apply toward a college education at St. John's University, Brooklyn, N. Y. During his high school career, Donald engaged in various extracurricular activities while working at a number of jobs, including reporting sports events for the newspapers.

(Continued on page 48A)

THAT

*"Stadium
Seat"*

**FEELING OF
Solid
Comfort**



New

**BERLIN EZ-A-WAY
BLEACHERS**

**ONE ROW OR THE ENTIRE
BLEACHERS CAN BE
EXTENDED FOR USE**

It's the slight slope to the seatboard that makes for an easier sitting position, and that's why all spectators say **BERLIN EZ-A-WAY BLEACHERS** are comfortable bleachers... this in addition to the "stadium seat" feeling of solid comfort. Neat appearing, they make an installation that any school can be justly proud... easy to open and easy to close. As one school superintendent reports, "eleven and twelve year old boys can do the job easily... it's a simple 'operation'."

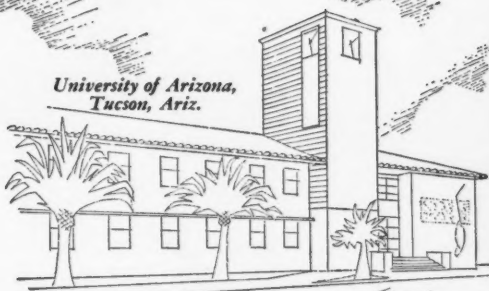
BERLIN EZ-A-WAY BLEACHERS have no moving parts except the knife braces and the wheels... bleacher weight is distributed evenly by wheel spacings... once installed they require no maintenance to keep in operation.

Ask us **NOW** for the full story... see these new bleachers before you complete your seating plans for the year. Testimonial letters upon request.

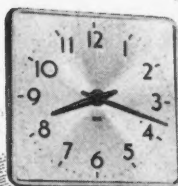
- New in Design.
- Built-in Safety never before realized in Mechanical Folding Bleachers.
- Sturdy and Rugged enough to withstand modern day usage.
- Satisfaction unconditionally guaranteed.
- The most desirable bleachers for indoor spectator seating on the market today.

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University of Arizona,
Tucson, Ariz.



MASTER TIME CONTROLS



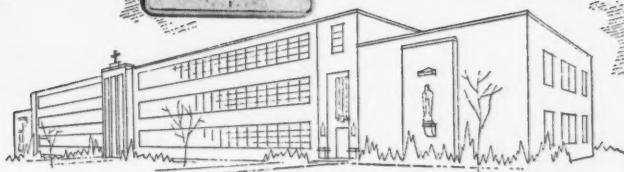
MODERN SQUARE CLOCKS



Istrouma High School,
Baton Rouge, La.

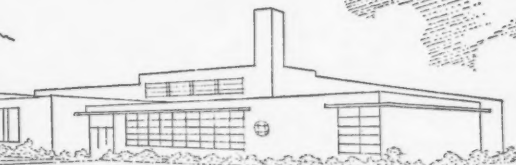


TOWER CLOCKS



St. Joseph High School,
Cleveland, O.

PROGRAM SIGNALS



Corona Avenue School, Valley Stream, N. Y.

THOUSANDS OF U.S. SCHOOLS ARE RIGHT ON TIME

In planning a new building, adding to or remodeling an existing one . . . you can specify an IBM Electronic Time System *with fullest confidence.*

This modern time and program signaling system features around-the-clock self-regulation . . . as much as 12 hours when required. It synchronizes, coordinates clocks and signals—*without special unit-to-unit wiring.* Its programming flexibility allows for automatic control of utilities—lighting, heating, ventilating, water-flow—too.

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add their extra measure of safety to building and occupants . . . deliver emphatic signals on demand.

INTERCOMMUNICATING TELEPHONE SYSTEMS . . .

automatically connect classrooms and office . . . save time and steps for teachers, administrators.



NEW RADIO-SUPERVISED TIME CONTROL . . .

a major advance in precision timing, is tuned to U. S. Bureau of Standards broadcast time signals . . . resets itself if out of synchronization. Delivers radio tone and voice announcement of time, permitting sight and sound check of clock's accuracy.



ELECTRONIC UTILITIES CONTROL . . .

saves time, effort, money by eliminating need for manual supervision in actuating water flow—opening and closing ventilators—switching light circuits, heating and air conditioning systems on and off.

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THE RIGHT POINT



1555 *Shorthand*

FOR THE WAY



2668 *General writing*

YOU WRITE



2550 *Bookkeeping*

BY NUMBER



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...HERE'S ALL YOU DO

Of all pens, none offers the student so many advantages as the modestly priced Esterbrook:

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- 4 degrees of point flexibility
- Writes instantly without pressure
- Never skips
- Fills from any ink bottle
- Uses any ink



Esterbrook®
FOUNTAIN PEN

Catholic Education News

(Continued from page 46A)

One of the requirements for the Thom McAn Award was an essay on "What Success Means to Me." One sentence of his essay was: "I shall seek opportunity and chance to lift myself above the run-of-the-mill citizen because I firmly believe in America's *fifth* freedom—one that is little known and completely unsung—freedom to do one's best."

Total Abstinence Crusaders

At the 82nd annual convention of the Catholic Total Abstinence Union of America in Baltimore, August 9-11, a total abstinence program for youth was inaugurated. The youth members will be known as Crusaders, to "Uphold and proclaim the moral virtue of temperance in its perfect form of total abstinence in honor of the sacred thirst and agony of Our Savior." The youth program was formulated by the late Dennis Cardinal Dougherty who was spiritual director of the union.

DIOCESAN ACTIVITIES

Vocation Program

Most Rev. George J. Rehring, Bishop of Toledo, has issued a letter to the clergy, religious, and lay people of his diocese inaugurating a program for the present year to increase vocations. Rev. Jerome Schmit, moderator of the CYO, is in charge, and 15 priests are appointed to carry out programs in colleges, high schools, hospitals, and nursing schools. Religious and members of the Serra Club are especially invited to help. Prayer in the homes is one primary means, and there will be an annual vocation day, probably in May.

Vocation Week

A diocesan vocation week, July 11-17, was held at St. Henry Seminary, East St. Louis, Ill. This was the fourth annual program for elementary and high school boys interested in vocation. The program, in general charge of Rev. Laurence O'Connell, Ph.D., diocesan director of vocations, consisted of classes, lectures, devotions, and a generous amount of sports including swimming with lifeguards on duty.

School Health Council

The Diocese of Providence, R. I., has established a diocesan advisory school health council with representatives of various state and civic groups, parents, teachers, and school administrators. The purposes are: (1) to guide and give leadership for health services to children; (2) to discover health needs of the community; (3) to assist in the total development of each child—physically, spiritually, emotionally, and mentally; (5) to act as a co-operating and co-ordinating group with other health and social agencies; (6) to encourage the development of local health councils; (7) to present annual reports at principal meetings and at the teachers institute.

50 Children in Classroom

The school board of the Archdiocese of Cincinnati has issued a ruling that no more than 50 children may be enrolled in one classroom, "because we cannot keep up the overcrowding of classrooms indefinitely with-

(Continued on page 50A)



Illustrated above is MOORE Style A12, shown in Kodachrome in the new MOORE catalog.

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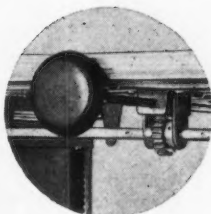
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the **new** Royal steel adjustable desk

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Designed to reduce student fatigue and increase proficiency, this new Royal steel desk has an adjustable platform which raises and lowers so that students of any stature can adjust it to fit their posture. The platform accommodates all manual typewriters, as well as electric, and is adjusted with a rubber-capped hand wheel. When the platform is transposed it becomes an ideal desk for business machines.

Arch-design one-piece welded 1½" tubular base rigidly supports steel cabinet and platform. Beautiful, 7-ply birch plywood top resists chipping, cracking and hard use. This new desk also has a pull-out shelf and lower book shelf and is finished in Tan-Taupe color, baked enamel. It has non-slip rubber floor protectors.

The new Royal Posture Chair matches the desk and has a 4-way adjustable backrest, providing proper posture for any student. Tubular steel legs match those of the desk. It has a 7-ply bent plywood seat and back. Contact your Royal dealer today.

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[†]T. M. Reg. by American Optical Company

Catholic Education News

(Continued from page 48A)

out sacrificing the physical and mental health of our teachers and lowering the quality of our school work." Among the solutions suggested for alleviating the situation are half-time sessions, split classes requiring additional teachers, or interchange of pupils with neighboring parishes.

Msgr. Carl J. Ryan, the superintendent, said that enrollment in his parochial schools has jumped from 42,800 in 1950 to 50,800 in 1954, and is expected to reach 72,000 by 1958. We need about 100 more teachers each year, he said. "Catholic education in this country has always meant a sacrifice. It will mean a much greater sacrifice in the future."

COLLEGES AND UNIVERSITIES

Marycrest College

Marycrest College at Davenport, Iowa, conducted by the Sisters of Humility, for the past 15 years a division of St. Ambrose College, has become an independent institution. This announcement was made recently by Sister M. Geraldine, C.H.M., founder and president of the school which now enrolls about 600 students.

Catholic University

Most Rev. Bishop Bryan J. McEntegart, rector of the Catholic University of America, in a recent address outlined the purpose and scope of C.U.A. and cautioned the public against the false impression that the C.U.A. is a seminary or is intended primarily for clergy and religious. The University, he said, was founded "to train Catholic leaders in all branches of knowledge." The enrollment last year was 3385, only a third of whom were clergy or religious.

The C.U.A. depends for support mainly on tuition and the annual collection in all the dioceses of the nation. This collection last year amounted to \$1,133,000, equivalent to an endowment of \$32,000,000.

The C.U.A. stresses graduate work. About 45 per cent of the students are engaged in graduate work. Most colleges limit graduate students to 15 per cent of the total because of the high cost of maintaining graduate departments.

One of the outstanding functions of the C.U.A. is to prepare teachers for Catholic schools. About 3000 Sisters are enrolled in the summer sessions and many in the regular terms.

The merger of Columbus University in Washington, D. C., with the Catholic University of America was completed during the summer by an act of Congress signed by the President. Columbus University, established in downtown Washington by the Knights of Columbus, has been conducting a school of law and a school of accounting. The Catholic University will move its day law school to the downtown location and continue the night courses at Columbus University.

Leadership Institute

A Knights of Columbus summer school of youth leadership was held the week end of July 16 at St. Mary's University, San Antonio, Tex. The course included such subjects as: Characteristics of the High School Boy; Program Planning; Principles of Committee Work; and Organization of a Parish Youth Program. The course was for priests and lay workers.

(Concluded on page 53A)



LOCKER HANDLE... LATEST STYLE



When students carry their locker handles on their key rings, they get automatic locking. That's the big feature of Berger's exclusive new Key-Control steel locker.

Key-Control is the first steel locker that's completely handle-free. The key is the only handle required. The door *pre-locks* when key is removed, and locks *automatically* when shut. Where students might forget, a Key-Control locker always "remembers" that clothing, books, and equipment deserve full-time locked protection. That's important.

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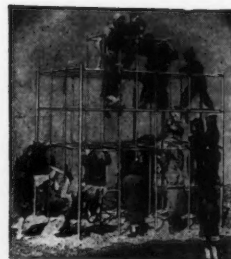
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OUTDOOR MODEL For elementary school children of all ages; steel construction, 8' 4" long, 6' 3" wide, with 10' 6" lower.



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No Other Climbing Structure is a **JUNGLEGYM** No other play device can compare with the famous **JUNGLEGYM** for safety, for low maintenance cost, and for beneficial development of a child's body and mind. No other play device can compare for popularity with children themselves . . . for the **JUNGLEGYM** offers unlimited opportunities for imaginative play, and satisfies the child's basic instinct to climb.

There are scores of other reasons why thousands of **JUNGLEGYMS** are in daily use from coast to coast! For instance, the **JUNGLEGYM** accommodates more children per square foot of ground occupied than any other play device, and costs less per child accommodated than any other apparatus. No wonder leaders in education, recreation, health and social work have for a third of a century called the **JUNGLEGYM** "the perfect playground device."

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MANUFACTURERS OF PLAYGROUND, GYMNASIUM AND SWIMMING POOL EQUIPMENT

(Concluded from page 50A)

American Council on Education

The American Council on Education was being investigated by a Congressional Committee to determine whether it has promoted "revolutionary" and "un-American" social ideas with the backing of tax-free foundations. The president of the Council, Dr. Arthur S. Adams, pointed out the impossibility of such a situation in an organization of such widely divergent colleges. Incidentally, he stated that the membership of the Council includes the University of Notre Dame and 128 other Catholic schools of higher learning in its membership of 954 institutions.

Among the associations comprising the Council are the National Catholic Educational Association, the Jesuit Educational Association, and the Conference of Catholic Schools of Nursing. Rev. Paul Reinert, S.J., president of St. Louis University, is a member of the Council's executive committee.

A University Library

A university library is being established at St. Joseph's Monastery at Mannanam in South India by the Fathers of the Carmelite Congregation of Malabar, South India, under the direction of Rev. Father Shabor, T.O.C.D. This library will provide the books and other printed materials necessary for college classes of the native novitiate of the Order which has a large number of missions in Malabar and South Travancore, India. Father Shabor is interested in obtaining various scholarly and spiritual books suited for use in college classes.

Non-Specialized Degree

St. Louis University has issued its first non-specialized doctoral degree to Sister M. Marguerite Christine, B.V.M., of Mundelein College, Chicago. Sister Marguerite had her major in chemistry, with a minor in general science and philosophy. She holds an M.S. from the University of Iowa and has also studied at the Catholic University of America and at Harvard.

Such a non-specialized degree promises to be valuable to liberal arts teachers by bridging departmental lines.



Most Rev. Robert E. Lucey, Archbishop of San Antonio, congratulates Brother Albert Glanton, S.M., Negro Marianist, receiving his B.A. degree from St. Mary's University, San Antonio.

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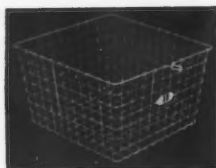
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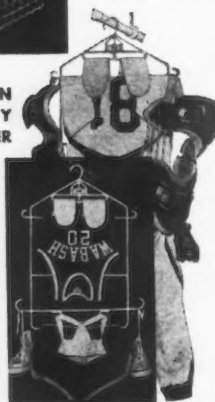
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COMING CONVENTIONS

Aug. 30-Sept. 1. **Chicago, Illinois, Archdiocesan Teachers' Institute**, Providence High School, Chicago. Chairman: Rev. S. C. Stoga, Catholic School Board Office, 205 W. Wacker Dr., Chicago 6, Ill.

Aug. 31-Sept. 5. **National Federation of Catholic College Students**, Congress Hotel, Chicago, Ill. Secretary: Valerie Ann Price, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Sept. 1-2. **Columbus Diocesan Principals and Teachers' Meeting**, St. Mary-of-the-Springs College, Columbus. Exhibits: Rev. Bennett Applegate, 246 E. Town St., Columbus 15, Ohio.

Sept. 2. **Joliet Diocesan Teachers Institute**, St. Francis College, Joliet, Ill. Exhibits: V. Rev. Msgr. Joseph A. Wagner, Supt. of Schools, Catholic School Office, Roselle, Ill.

Sept. 3-4. **San Francisco Elementary Teachers' Institute**, Riordan High School, San Francisco, Calif. Chairman: Rev. John T. Foudy, 1000 Fulton St., San Francisco 17, Calif. Exhibits: Joseph Zanetti, same address.

Sept. 8-9. **San Diego Diocesan Teachers' Institute**, San Diego College for Women, San Diego, Calif. Chairman: Rev. George M. Rice, P. O. Box 1118, El Cajon, Calif. Exhibits: Mother Hammack, San Diego College for Women, Alcala Park, San Diego 10.

Sept. 9-11. **American Political Science Association**, Hotel Sherman, Chicago, Ill. Executive Director: John Gange, American Political Science Association, 1785 Massachusetts Ave., N.W., Washington 6, D. C. Exhibits.

Sept. 10-11. **Worcester Diocesan Teachers' Institute**, Worcester Memorial Auditorium, Worcester, Mass. Chairman: Rev. John J. O'Brien, Room 412, Day Building, Worcester, Mass.

Sept. 16-17. **Rochester Diocesan Teachers' Conference**, Aquinas Institute, Rochester, N. Y. Chairman: Rt. Rev. Msgr. Charles J. Mahoney, Supt. of Schools, 50 Chestnut St., Rochester, N. Y. Exhibits: Miss Mary Agnes Doyle.

Sept. 17. **La Crosse Diocesan Teachers' Institute**, Regis High School, Eau Claire, Wis. Chairman: V. Rev. Msgr. Thomas J. Halloran, Box 661, La Crosse, Wis. Exhibits: Leona De Florian, same address.

Sept. 23-24. **St. Cloud Diocesan Teachers' Conference**, St. Cloud Institute, St. Cloud, Minn. Exhibits: Sister Aloysius, O.S.B., St. Joseph, Minn.

Sept. 23-24. **Milwaukee Annual Catholic Teachers' Institute**, Auditorium, Milwaukee, Wis. Exhibits: Rt. Rev. Msgr. E. J. Goebel, Supt. of Schools, 437 W. Galena St., Milwaukee 12, Wis.

Sept. 24-25. **Baltimore Diocesan Teachers' Institute**, Seton High School, Baltimore, Md. Chairman: Rev. Dr. Leo J. McCormick 330 N. Charles St., Baltimore, Md.

Sept. 24-25. **Ohio Vocational Association**, Southern Hotel, Columbus, Ohio. Secretary: Ralph J. Woodin, Ohio State University, Columbus. Exhibits.

Sept. 26-28. **New England Reading Association Conference**, Equinox House, Manchester, Vt. Chairman of Publicity: Mary E. Hutton, 128 Harrison Ave., Bennington, Vt.

Sept. 28-29. **Harrisburg Diocesan Teachers' Institute**, Catholic High School, Harrisburg, Pa. Exhibits: Rev. Robert J. Maher, 614 N. 3rd St., Harrisburg, Pa.

Oct. 4-6. **National Conference on Rural Education (INEA)**, Washington, D. C. 4000.

Oct. 8-13. **National Catholic Rural Life Conference**, Blackhawk Hotel, Davenport, Iowa. Director: Rt. Rev. Msgr. L. G. Ligutti, 3801 Grand Ave., Des Moines, Iowa. Exhibits: Dr. Paul Sacco, Cosgrove Building, Davenport, Iowa.

Oct. 14-15. **Portland (Maine) Diocesan Teachers' Institute**, Cathedral Guild Hall, Portland, Me.

Oct. 18-22. **National Safety Council**, Hilton, Congress, Morrison, and La Salle Hotels, Chicago, Ill. Secretary: R. L. Forney, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Oct. 21-22. **Buffalo Teachers' Institute**, Elementary and Secondary, religious and lay.

Oct. 27-30. **National Association of Educational Broadcasters**, Hotel Biltmore, New York, N. Y. Treasurer: John DeProspero, 2500 Municipal Building, New York 7, N. Y.

Oct. 31. **Catholic Library Association, Michigan Unit**, Madonna College, Livonia, Mich. Secretary: Sister M. Palmyre, I.H.M., Marygrove College, Detroit 21, Mich.



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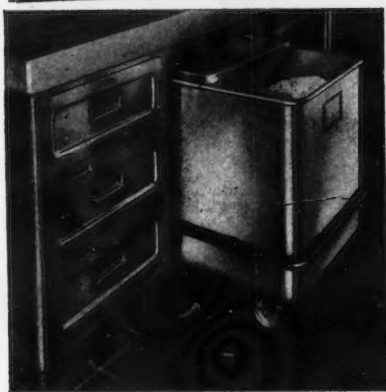
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Tavern Kitchen, service side, showing counters and sliding panels giving waiters access to hot and cold prepared dishes.



Mobile Bins used as convenient storage at work areas for flour, sugar, vegetables, etc.

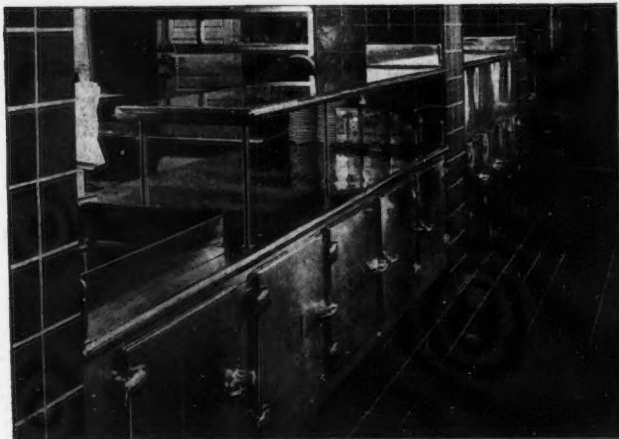
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New Books of Value to Teachers

The Atypical Child

Edited by Rev. Wm. F. Jenks, C.Ss.R. Paper, 400 pp., \$3.50. The Catholic University of America Press, Washington 17, D. C.

The proceedings of the second annual workshop on special education of the exceptional child, conducted at the C. U. of A., June 12-23, 1953.

These workshops, directed by Father Jenks, who recently became director of the new department for teachers of exceptional children

added to the activities of the N.C.E.A., are helping immensely to raise the matter of special education in Catholic schools to a highly professional basis. The discussions reported herein cover many phases of the work—physically handicapped, mentally retarded, hard of hearing, visually handicapped, mal-adjusted, speech defective, as well as those above normal in intelligence.

High Road Home

By William Corbin. Cloth, 256 pp., \$2.75. Coward-McCann, Inc., New York, N. Y.

A juvenile novel narrating the wanderings and adventures of a French lad who came to America in the hope of finding his father.

(Continued on page 58A)



LITEGREEN CHALKBOARDS

Designed especially for today's modern schools, these Litegreen Chalkboards set the standard of quality.

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New Books

(Continued from page 56A)

A History of Modern European Philosophy

By James Collins, Ph.D. Cloth, 864 pp., \$9.75. The Bruce Publishing Co., Milwaukee 1, Wis.

Dr. Collins examines the basic theories of some twenty prominent philosophers since 1600. His work is intended as a college textbook. Each chapter ends with a concise summary of about half a page and a generous annotated bibliography to direct the student to sources of fuller information on points in which he may have a special interest.

The examinations of the systems of thought of the various modern philosophers is made in "the light of a realistic, theistic philosophy." The author says, "A critical appraisal is also made, from the Thomistic standpoint, of some of the particular arguments advanced by the philosopher in question."

Dr. Collins, an associate professor of philosophy at Saint Louis University, has endeavored, with apparent success, to compile a textbook for a three-hour, one-semester course in the history of modern European philosophy, and to supply considerably more material than can be treated directly in such a course.

Teaching Speech in High Schools

By Willard J. Friedrich and Ruth A. Wilcox. Cloth, 487 pp., \$4.75. The Macmillan Company, New York 11, N. Y.

The contents of this text, directed primarily to the prospective speech teacher, contains:

Part I: An Approach to Teaching the Fundamentals of Speech, with chapters on advice to the prospective teacher, the speech teacher's approach to his class, and basic speech training. **Part II: Teaching the Forms of Speech**, contains chapters on public speaking, discussion and parliamentary procedure, debate, extracurricular activities in both group and individual speech events, dramatics, acting, production and writing, extracurricular activities in dramatics (the school play), radio and television, and activities allied with speech (assemblies, etc.). **Part III: Evaluating Results of the Teaching of Speech**, contains chapters on the principles of evaluation, and techniques of measurement in speech.

In an effort to assume a broad enough background without giving too little information in the chapters, the authors have included bibliographies and reference lists for those with a broad background, and a series of Complementary Assignments for those not so well equipped.

The Wonderful Writing Machine

By Bruce Bliven, Jr. Cloth, 253 pp., illus., \$3.95. Random House, New York 22, N. Y.

The author, a popular magazine writer, tells the story of the development of the typewriter from the early attempts at mechanical writing which were slower than hand writing to the modern, streamlined machine and its production.

The work, a co-operative project of the publishers and the Royal Typewriter Company, written in modern journalistic style, with some sixty illustrations, sets forth the successes and failures of inventors, promoters, and manufacturers; the revolution in business practices; and the vast amount of expert hand technical work involved in the produc-

tion of the perfectly adjusted writing machine used in every office and in very many homes.

This reviewer commends *The Wonderful Writing Machine* as a popular history of the typewriter, but assumes a critical attitude toward the manner of the author's treatment of a secondary theme, namely, the part of the typewriter in creating the most popular field for women workers.

Music Education

Edited by John B. Paul, M.M. Paper, 155 pp., \$2.25. Catholic University Press, Washington, D. C.

Addresses and discussions at the 1953 workshop on music as an important subject in the curriculum of Catholic elementary and secondary schools.

Art Today in Catholic Education

Workshop Proceedings. Edited by Sister Agusta Zimmer. Paper, 202 pp., \$3. Catholic University of America, Washington 17, D. C.

The Catholic University has rendered a valuable service to Catholic education in conducting seminar workshops in major curricular areas of the high school. The present summary of proceedings of a seminar takes up the broad problems of art education as modified by the special problems and difficulties of the Catholic secondary school. The sections devoted to the philosophy of art education are particularly strong.

Padre Pro

By Fanchon Royer. Cloth, 248 pp., \$3.50. P. J. Kenedy & Sons, New York 8, N. Y.

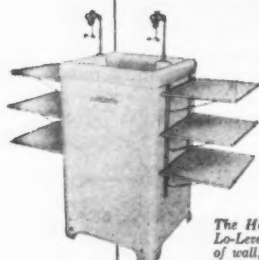
In producing this life of Father Miguel

(Continued on page 61A)

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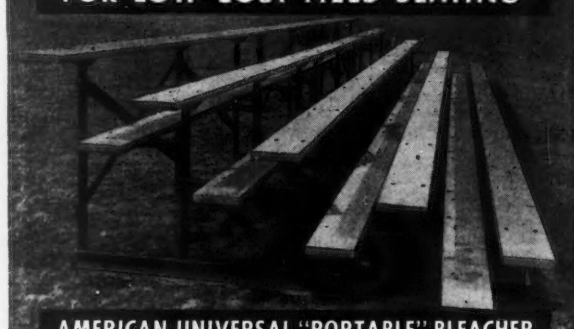


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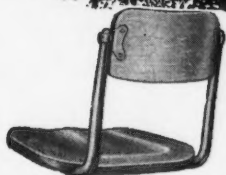


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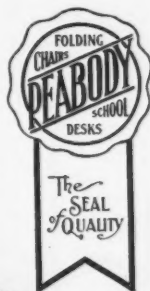


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New Books

(Continued from page 58A)

Pro, martyred in 1927 during the Calles-Oregon persecution in Mexico, the author has explored, it seems, every possible source of information. Official records of the Society of Jesus, documents and newspaper files, first-hand memoranda of the Pro family, Father Pro's correspondence—all yield their lode. Mrs. Royer draws the portrait of an unusual and winning personality whose love of fun, mimicry, music, and poetry never left him, but rather became instruments of attaining sanctity, during his painful seminarian days and two years of breathtaking adventure in persecuted Mexico. The illustrations reproduced from photos will be of interest, but the personality of Padre Pro will leave a more vivid impression on the mind.

Mary in Our Life

By William G. Most. Cloth, 323 pp., \$4. P. J. Kenedy & Sons, New York 8, N. Y.

The first eight chapters of this book outline rather completely the main doctrines concerning Mary in the work of the redemption—as mother, co-redemptrix, mediatrix of all graces, her death and assumption, her queenship, the necessity of our devotion to her. The remaining 15 chapters provide considerations for a comprehensive plan of personal meditations and devotions to Mary. This plan is carefully limited and balanced to be God-centered and happily is without any sentimentality which would readily destroy its essential value. The author has provided complete documentation, questions for review and study. The standard spiritual growth proposed is within the ability of the serious layman.

Winged Moccasins

By Frances Joyce Fransworth. Cloth, 189 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

The title aptly represents the character of Sacajawea, the Shoshone Indian girl who acted as guide and interpreter for Lewis and Clark on their expedition through the Rocky Mountains. Here is an absorbing and moving story of an unusually independent young Indian maid; independent, that is, for one of her race, but not beyond the conventions of her manner of living. Her intellectual curiosity, her many virtues, her ambitions for her children are colorfully developed and interwoven with the Lewis and Clark expeditions, resulting in a fine story. For upper grades and junior high.

Catherine of Siena

By Sigrid Undset, translated by Kate Austin-Lund. Cloth, 294 pp., \$3.50. Sheed & Ward, New York 3, N. Y.

It is no wonder that Sigrid Undset, with her love for Italy and her deep understanding of the Middle Ages, should have chosen to write of St. Catherine of Siena, one of the most appealing of all saints, if not the easiest to understand. But, as the author points out, if we find her puzzling, so did her contemporaries. A girl who insists on living like a hermit in the midst of a large and bustling household (doing the housework, including the family laundry, at night) is unusual in any age. How, under our Lord's guidance, she left this retired life and entered the public life of her country, and how her name became famous throughout the known world, is a story unique even among stories of the saints.

This is the first translation into English of a book finished not long before the author's death.

Fields of Psychology: Basic and Applied

Edited by J. P. Guilford, Second Edition. Cloth, xiv + 779 pp., \$6. D. Van Nostrand Company, Inc., New York, N. Y., 1950.

The editor, who has done considerable work in educational and psychological measurement, has obtained the assistance of 11 of the better known people in the field of psychology and education to present comprehensively in 21 chapters a survey of modern scientific psychology.

Following an introductory chapter by Guilford, the book contains two chapters on animal psychology, chapters on child psychology and educational psychology, three chapters on social psychology, three chapters on abnormal psychology, chapters on the nature of individual differences and major group differences (both by Anne Anastasi of Fordham University), individual mental efficiency, two chapters on vocational psychology, a chapter on psychology applied to the professions, a chap-

ter on physiological psychology, another on aesthetics, and a concluding chapter on various points of view in psychology. The book includes both a name and subject index.

This is an up-to-date and comprehensive survey of modern scientific psychology.—*Richard S. Fitzpatrick.*

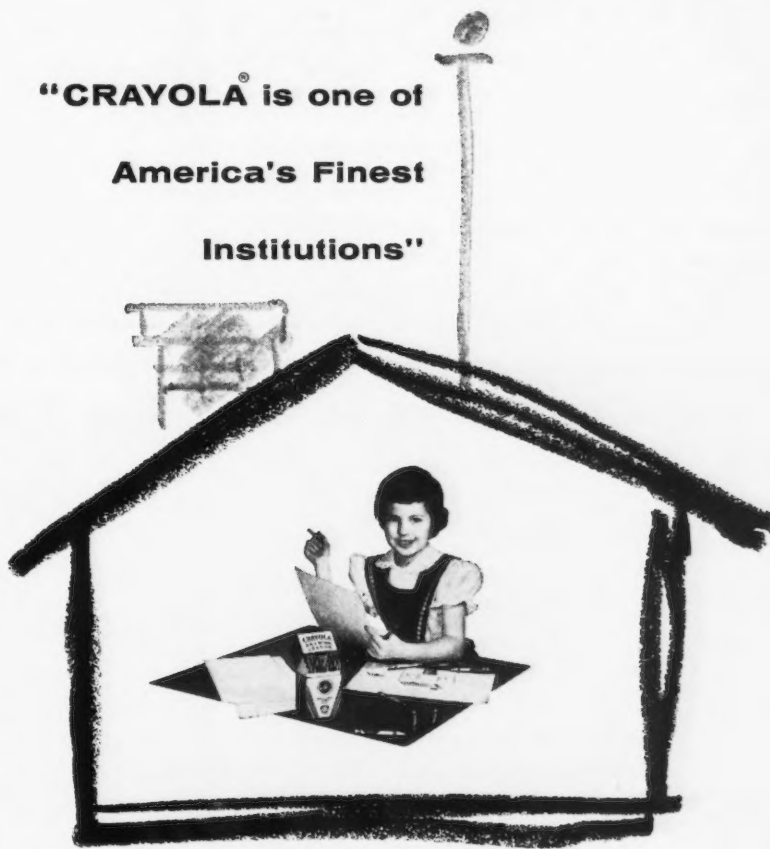
101 Alphabets

By W. Ben Hunt and Ed. C. Hunt. Cloth, illus., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

The authors, who are well known to commercial artists for their previous books, *Sixty Alphabets* and *Lettering of Today*, here offer an expanded manual of lettering for students, artists, designers, advertising writers, and others. The styles, shown completely, begin with a modern basic Roman alphabet and include Gothic, script, and various decorative alphabets suited to a wide variety of uses.

(Continued on page 62A)

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New Books

(Continued from page 61A)

The Wife Desired

By Rev. Leo J. Kinsella. Paper, 192 pp., 70 cents. Cloth, \$2.50. Divine Word Missionary Publications, Techny, Ill.

The author has been for years a delegate judge for the hearing of separation petitions in the Archdiocese of Chicago, and one of the instructors who have taught the fine points of married life to seniors in high schools. The book, addressed to girls and women, points out the personality of a good wife—spiritual and material; mental and physical. Msgr. Burke, Chancellor of the Archdiocese of Chicago, says in his foreword: "This book will certainly be read with much profit by young unmarried girls and wives who are endeavoring to give to and derive from marriage all the happiness that God intended."

Collier's 1954 Year Book

Edited by William T. Couch. Cloth, 696 pp., illus. P. F. Collier & Son, Division of the Crowell-Collier Publishing Co., New York, N. Y.

This is the annual supplement to the new *Colliers' Encyclopedia*. It covers national and international events of the year 1953. It has been prepared by leading authorities under the supervision of William T. Couch, editor-in-chief of *Colliers' Encyclopedia*.

The Land and People of Australia

By Godfrey Blunden. Cloth, 128 pp., \$2.75. J. B. Lippincott Co., Philadelphia, Pa.

Australia as a continent, as a people, as a

dramatic land of adventure and progress, offers so many wonders and contrasts, so many new facts, that a well written account like the present is fascinating for adult and adolescent readers. The author traces the history of the Australian people and describes their fine practical and social institutions; he gives the most attention to the natural phenomena and the resources of the land. Curiously, he overlooks entirely mention of religion and of more deeply engraved cultural life.

The Apostolic Itch

By Vincent J. Giese. Boards, 126 pp., \$2.75. Fides Publishers, Chicago, Ill.

This book reflects a new type of Catholic lay apostolate in the United States. It is a moving argument for Catholic action and better intellectual spirituality. It will be distinctly helpful in developing the new Catholic lay leaders who desire to work particularly in the field of public relations, journalism, and youth group action.

Jesus, Son of Mary

By Bishop Fulton J. Sheen. Boards, 40 pp., \$1. McMullen Books, Inc., New York 7, N. Y.

This life of Christ strongly emphasizes the story of Christmas and the childhood of Christ and jumps then to His passion, death, and resurrection. It is written in the usual attractive oratorical style of the Bishop and beautifully illustrated.

Yours Is the Kingdom

Translated by Carmel Flora and Melchior Meckler. Paper, 72 pp., 75 cents. St. Anthony Guild Press, Paterson, N. J.

This is the life story of an eighteenth-century Capuchin brother—St. Ignatius of

Laconi, Italy—who during a long lifetime of devoted religion and charity performed numerous miracles.

Africa: The Racial Issue

Edited by Joan Coyne Maclean. Cloth, 198 pp., \$1.75. The H. W. Wilson Co., New York 52, N. Y.

This book provides information on both sides of the serious racial issues now before the people of Africa. The material is intended particularly for high school and college debaters.

Trigonometry

By William L. Hart. Cloth, 236 pp., \$3.75. D. C. Heath & Co., Boston, Mass.

A complete, well-balanced course, with complete logarithmic tables. Exercises include practical applications to industry, navigation, etc. The course begins with acute angles and defers until later right angles and the general angle.

You Can Teach Music

By Paul Wentworth Mathews. Cloth, 178 pp., \$3.75. E. P. Dutton & Co., Inc., New York, N. Y.

The Jealous Child

By Edward Podolsky. Cloth, 147 pp., \$3.75. Philosophical Library, New York, N. Y.

Written from the standpoint of the medical man, this book suggests parental and teacher treatment for children who are seriously disturbed for a variety of physical, mental, and social reasons.

(Continued on page 64A)

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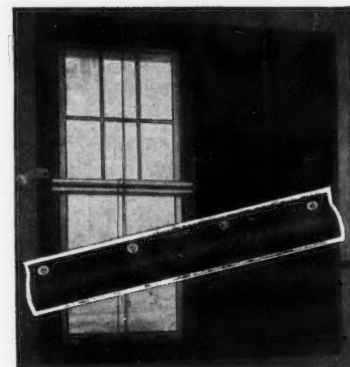
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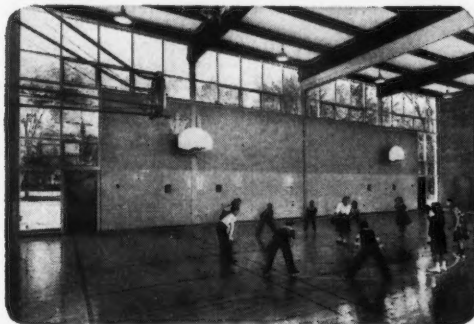
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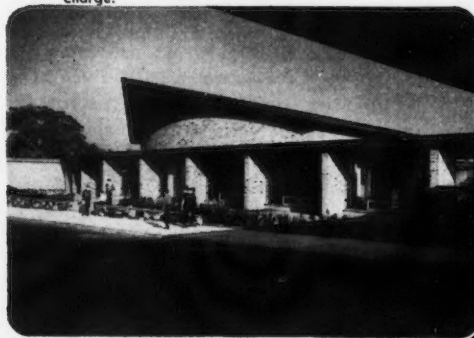
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Architects—Perkins and Will
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Beauty and comfort underfoot will not diminish with years of constant school traffic. Under the supervision of the Hillyard Maintaineer, asphalt tile corridor was treated first with Hillyard HIL-TEX, finished with slip-resistant SUPER HIL-BRITE WAX.



Architects—Perkins and Will
Paige School, Schenectady, N. Y.
Hillyard TROPHY SEAL and Finish has been specified for all gym and recreational floors—for a lighter, smoother playing surface with great slip-resistance and controlled light reflectivity. Hillyard Maintaineer in New York territory helped maintenance staff with gym finishing without charge.



Architects—Perkins and Will
Heathcote Elementary School
Scarsdale, N. Y.



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floor treatments for noteworthy educational installations. Busy specifiers, nationwide, find that Hillyard products are easy to use, consistently dependable, cost less to maintain, and a Hillyard Maintaineer is always close at hand to offer experienced guidance in labor-saving methods.

Follow the example of school building designers, who have chosen Hillyard products many times for their lasting beauty, tough resistance and maintenance economy. And depend on the Hillyard Maintaineer near you for advice and help with any floor problem. Hillyard puts him "on your staff not your payroll."



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New Books

(Continued from page 62A)

The World's History

By Frederick C. Lane, Eric F. Goldman, and Erling M. Hunt. Revised edition. Cloth, 763 pp., \$4.80. Harcourt, Brace & Co., New York 17, N. Y.

Teachers of world history will want to be informed of the publication of the new 1954 edition of this title. The new program of study helps and visual aids includes the following: (1) a new world map and a new time line at the beginning of each unit; (2) a brief overview and a brief résumé at the beginning and end of each chapter respectively; (3) sections among the study helps relating the past to the present; (4) biographical sketches of famous people in history; (5) the use of color in the maps; and (6) chronological charts.

Visualized World Geography

By William S. Roeder, Ph.D. Paper, 400 pp., 5 by 7½, illustrated, cloth, \$1.65; paper, 90 cents. Oxford Book Co., 222 Fourth Ave., New York, N. Y., 1953.

This compact geography is a complete textbook for a course in the ninth or tenth grade. Beginning with a general description of the earth and its astronomical relations, it proceeds to give a picture of the natural wealth of the earth and its distribution. Then it considers each country of the world. Each short section ends with a review summary. As one of the popular Oxford Visualized text, this supplies a practical, simplified book for a class. Every high school library should have a copy. Most students and teachers will find the study of the book easy and interesting.

School Facilities for Science Instruction

Edited by John S. Richardson. Cloth, 274 pp., 8½ by 11, illustrated, \$5.50. National Science Teachers Assn., 1201 Sixteenth St., N.W., Washington 6, D. C.

This is a report of an extensive study, prepared by a committee of 11 with the help of numerous teachers and administrators. It outlines the principles and purposes in teaching the various physical and chemical sciences in elementary and high schools; discusses plans for classrooms and laboratories, outdoor facilities for biological sciences, weather observation, etc.; considers the college preparation of teachers of science.

The book will be enlightening to anyone concerned with the planning of school buildings and grounds and will be, indirectly and directly, helpful to teachers in planning their work and arranging their classroom and demonstration work.

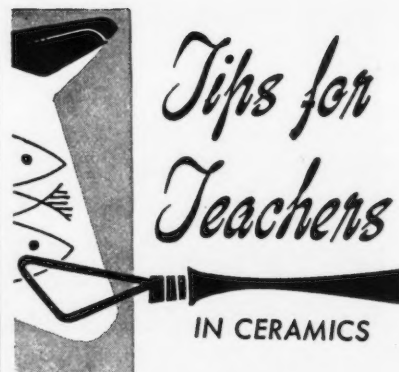
Employment Outlook for Physicists

Bureau of Labor Statistics Bulletin No. 1144. 22 pp., 25 cents. Supt. of Documents, Government Printing Office, Washington 25, D. C.

Freedom and Loyalty in Our Colleges

Edited by Robert E. Summers. Vol. 26, No. 2 of the Reference Shelf series. \$1.75. The H. W. Wilson Co., New York 52, N. Y. More than 70 writers give views, pro and con, on the subject.

(Continued on page 66A)



Starting the Year and Planning Ahead

The boys and girls are all ready to start on a project. They think no farther than the joy of handling and shaping the soft, pliable clay. You, the teacher, must plan on the next step... the glazing!

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If you have ordered Pemco's School Glazes, PA-3700 Series, to fire at cone 010, you're all set. These glazes ARE non-toxic, and they will fit—without crazing—Pemco's Oh-Ten clay body.

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It's not too late to take the precaution of using leadless glazes in your classroom work. Pemco's Oh-Ten Glazes, PA-3700 Series can be applied to any clay you are now using. They probably will craze, because they were designed as a perfect fit for Oh-Ten clay bodies. However, the Pemco Oh-Ten Glazes will give you beautiful, brilliant colors—very probably better than any you have ever used.

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On the outside of the piece, which has now been bisque fired, apply non-toxic Oh-Ten glaze. The effect will be beautiful in a crackle effect. To heighten the pattern of the crackle, rub the fired ware with ink or stains.

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New Books

(Continued from page 64A)

The Catholic College in the World Today

By Edward A. Fitzpatrick. Cloth, 281 pp., \$6. The Bruce Publishing Co., Milwaukee 1, Wis.

This is a collection of addresses delivered by the author on commencement and other occasions all presenting the Catholic philosophy of higher education and the duties of educated Catholics in the modern world.

As the author says, they are the product of his more than 50 years of educational experience. Dr. Fitzpatrick, the editor of the *Catholic School Journal*, has now retired from his position of president of Mt. Mary College in Milwaukee, after 25 years of service.

Child's Book of Crochet

By Jane Chapman. Cloth, 96 pp., \$2. Greenberg, New York 22, N. Y.

Self-teaching, fully illustrated, easy projects of interest to all little girls.

Character Calendar

By Sisters M. Fidelis and M. Charitas, S.S.N.D. Revised edition, 1953. Paper, 288 pp., \$1.85. The Bruce Publishing Co., Milwaukee 1, Wis.

Since this Character Calendar appeared in 1930 in the pages of the *CATHOLIC SCHOOL JOURNAL* and a little later in book form, it has been a useful tool in the classroom for following the liturgy of the day and season.

Now the surviving author has brought the book up to date. After a definitive announcement of the feast of the day, there is a quotation from the *Imitation*, an ideal drawn from the feast, a thought on the day, and a slogan.

Follow Christ

Edited by Gerard Ellspermann, O.S.B. Paper, 96 pp., illus., 25 cents. The Grail Press, St. Meinrad, Ind.

An attractive booklet of pictorial stories about the life and work of Priests, Brothers, and Sisters of various religious orders.

Retailing Principles and Practices

By Henry Richert. Cloth, 512 pp., \$1.72. Gregg Publishing Div., McGraw-Hill Book Co., New York 52, N. Y.

This third edition is a complete modernization of a popular textbook. It presents the most recent developments, emphasizing store organization, layout, buying, sales promotion, record keeping and control, and credit. Supplementary teaching aids include a teacher's manual and a workbook.

The Story of the Mass

By James C. G. Conniff, S.J. \$2.50; paper, 50 cents. A. A. Wyn, Inc., New York 36, N. Y.

This book is addressed to non-Catholics and to Catholics. It is intended to make plain the sacrificial character of the Mass and to explain in the simplest possible language the ceremonies and prayers of the Mass. The large photographic illustrations are magnificent and tell as much of the story as does the text.

The Holy Spirit in Christian Life

By Pere Gardeil, O.P. Cloth, 165 pp., \$2.50. B. Herder Book Co., St. Louis, Mo.

This series of conferences for the seven gifts of the Holy Spirit and on the corresponding beatitudes formed the subject matter of a retreat for religious. The whole discussion is shot through with the idea that growth in grace through increased use of the gifts of the Holy Spirit is the most important use which can be made of Christian life as the preparatory—the seedling—stage of eternal life.

The Race for Land

By Vera J. Prout. Cloth, 179 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

The opening of the Indian lands of Oklahoma to the white settlers, in April, 1889, as one of the dramatic incidents of American history, has been the subject of fine fictional writing. In this book the story is retold for children of 10 to 14. The author has caught and reproduced the excitement, the dangers, and the hardships of the famous race and has made most interesting the story of two boys who succeeded in helping their parents build happy and successful lives on the farm they found and fought for.

How We Fought For Our Schools

By Edward Darling. Boards, 255 pp., \$3. W. W. Norton Co., Inc., New York, N. Y.

This book is designated a documentary novel and discusses in fictional form recent attacks on public school education. The author assumes that all critics of the schools are enemies and his book suffers accordingly.

(Concluded on page 69A)



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Krueger's ahead again . . .
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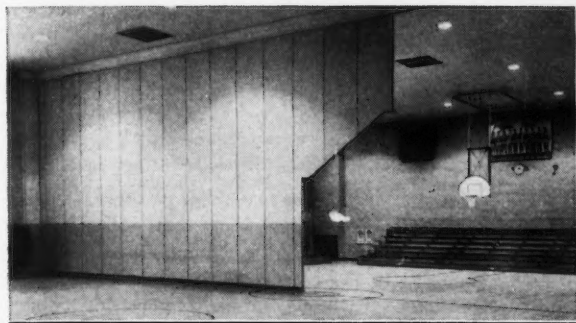
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The GYMNASIUM with four walls ...but many sides

(in Hammond Technical Vocational High School, Hammond, Indiana)



One gymnasium becomes *two* with a Horn Folding Partition, designed for exact needs. A turn of the key in an electric switch and it unfolds quickly and quietly, locks securely without bolts. Sealed from ceiling to floor, it keeps noise in its place, too!



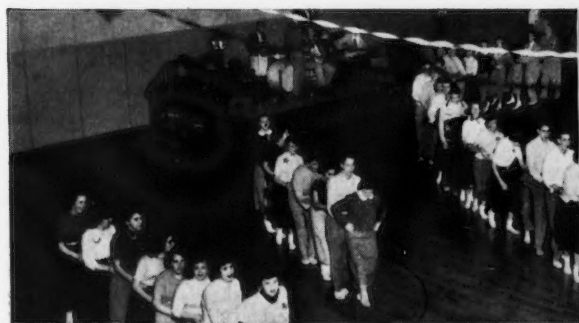
The Horn Folding Partition doubles facilities, permits simultaneous but completely separate classes or activities. For instance, a girls' physical education class can be in progress while a fast game of basketball is played by boys *right next door!*



Many activities *depend* upon Horn Folding Stages! They bring instruction to life, add realism to plays and assemblies. Easily moved from compact storage, they are built upon an understructure of steel for sturdiness, lock to the floor for stability.



Players like Horn Folding Gym Seats for they are free of protruding edges when folded, have a flush, sloping front for action without accident. Spectators praise them when extended for they can cheer teams in chair-height comfort and with ample leg room.



Dances require the full gym, and Horn Folding Equipment makes room in minutes! In one motion, Gym Seats telescope without friction into compact units. The Partition all but disappears into its wall recess. And for an ideal bandstand, roll in Horn Stages!



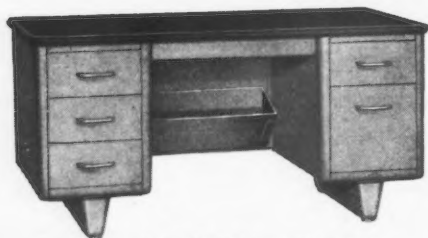
On special occasions, extended Horn Gym Seats increase seating capacity, give a clear view of ceremonies. Horn Stages provide the speakers' platform. Consult a Horn representative to see how versatile Horn Folding Equipment can make *your* gymnasium!

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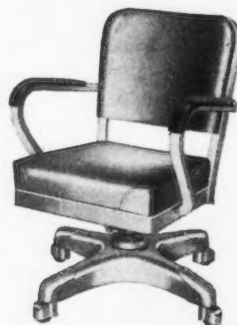


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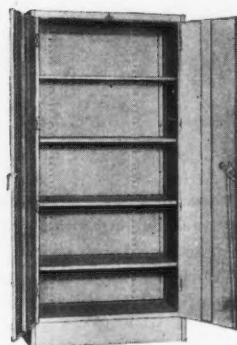


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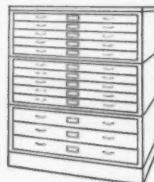
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ALL-STEEL EQUIPMENT INC.

**Aurora,
Illinois**

New Books

(Concluded from page 66A)

Manual of Child Psychology

Edited by Leonard Carmichael. Second Edition. Cloth, 1304 pp., \$12. John Wiley and Sons, Inc., New York, N. Y., 1954.

This revision of one of the most important books of an advanced nature in the field of child psychology is welcome indeed. Formerly the book was edited by Carl Murchison; this edition is edited by the well-known psychologist Leonard Carmichael who served as president of Tufts College from 1938 to 1952 and is presently secretary of the Smithsonian Institution in Washington.

Dr. Carmichael has had the help of 22 experts in preparing this new edition. It is intended as an advanced-level textbook and also as a reference volume for specialists in psychology and related fields—education, psychiatry, pediatrics, and medicine in general.

Titles of the 19 chapters are: Methods of Child Psychology; The Onset and Early Development of Behavior; Animal Infancy; The Neonate; Physical Growth; The Ontogenesis of Infant Behavior; Learning in Children; The Measurement of Mental Growth in Childhood; Language Development in Children; The Environment and Mental Development; the Adolescent; Research on Primitive Children; Character and Development in Children—An Objective Approach; Emotional Development; Behavior and Development as a Function of the Total Situation; Gifted Children; Psychological Sex Differences; Psychopathology of Childhood; and Social Development.

Chapter 15 on Behavior and Development as a Function of the Total Situation is by the late Kurt Lewin. To update this material Sibylle Escalona, associate professor of psychology at the University of Kansas, has written a 13-page addendum entitled "The Influence of Topological and Vector Psychology Upon Current Research in Child Development." The chapter on the Psychopathology of the Child is new. An author not represented in the first volume has written the chapter on The Adolescent. The book contains a 77-page index. — *Richard S. Fitzpatrick.*

BOYS APPRECIATE APOSTOLIC STORIES

"It's a mistake to underrate the intelligence and generosity of our modern American youth," says Father Frank Gartland, C.S.C., editor of *The Catholic Boy*, Notre Dame, Ind.

During the past school year 28,025 boys and girls from coast to coast and throughout Canada commented on the series of apostolic stories featured in the *Boy*. Through Eddie Doherty's profile of Matt Talbot they grasped the spiritual risk involved in excessive drinking, made serious resolutions against it. Ken Crotty's account of the boyhood of Bishop Sheen confirmed many a reader in his attraction toward the priesthood and religious life. Don Sharkey's feature, "This Is Mary's Year," rekindled the children's love of our Blessed Mother.

Sister Marie Alacoeque of Scarsdale, N. Y., said, "Long after the children have forgotten other things learned here at school they will remember the lessons taught them through *The Catholic Boy* contests." And Sister Dymphna of Falls City, Neb., said, "Thanks for the impetus you have given my class in theme writing. Since we have started to write the contest letters our theme work is a joy."

From his study of the impact apostolic stories make on our youth, Father Gartland concludes, "Our job as teachers and editors is to keep inspiring youth. An inspired youth now means a nation in safe hands later."

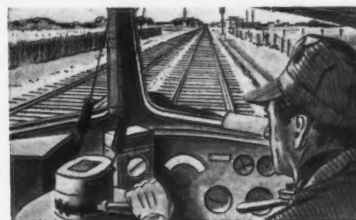
Here's the Team that helps keep America on the move!



Watch a passenger train flash by and you are seeing a top team in action—one of the thousands of crack teams of railroad men who perform one of our country's most important and exacting jobs.



Captain of the team is the conductor. He is in charge of the whole train. He collects the tickets from the passengers, handles the train's bookkeeping and makes a comprehensive report on each trip. His helpers are the flagmen, the brakemen, train baggage-men, porters and other train personnel.



Up ahead on the locomotive are the engineer and fireman—ever alert to the myriad signals. The engineer's hand on the throttle governs the train's speed and with another lever he controls the air brakes. The fireman helps check everything about the locomotive and assists the engineer in other ways.



Long-distance trains have a dining car steward together with a crew of cooks and waiters. Each Pullman car has its own porter and all of them are responsible to the Pullman conductor. All these people, each doing his part, help make your trip on the train comfortable and safe.



Then there are teams that load and unload thousands of tons of freight daily; teams that keep the cars and engines in good running order; teams that maintain the tracks and the roadways which are built and kept up at railroad expense—without cost to the taxpayers.

So you see what it takes in the way of manpower, teamwork and investment to maintain the movement of the 25,000 trains that are required, every day, to provide the people of our country with this essential transportation.

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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 13.

NEW SUPPLIES AND EQUIPMENT

WALL LINE CONVECTOR

A Wall Line Convector, designed specifically for buildings with bands of windows, has been developed by the Trane Company, LaCrosse, Wis. Cabinets with sloping tops enclose a high capacity heating element of seamless copper tubing with mechanically bonded aluminum fins. Wall Line Convectors are said to be easy to install, as cabinets lock snugly, forming a continuous unit. Time-consuming measurements to obtain proper pitch of the heating element are eliminated by a screw adjustment on the element support bracket. Corner cabinets are available to permit continuous installation on two walls.

For further information write: *The Trane Company, Section C.S.J., LaCrosse, Wis.*

(For Convenience Circle Index Code 078)

GUTH LIGHT FIXTURE

A new adaptation in cove lighting is seen in the "2-in-1" Grate Lite cove and bracket fixture recently introduced by the Edwin F. Guth Co., St. Louis. The new fixture is called "2-in-1" because it may be used as a cove indirect or a direct downlight. It mounts either way without attachments or changes.

As a cove fixture, it maintains high efficiency by beaming 80 percent of the light directly upward and outward, with 20 percent beamed downward. When the fixture is used as a downlight, the distribution is reversed. The

Guth Grate Lite Louver-Diffuser is claimed to have made this new design possible.

For further information write: *Edwin F. Guth Co., Section C.S.J., 2615 Washington Ave., St. Louis 3, Mo.*

(For Convenience Circle Index Code 079)

MASTER CONTROL LOCKERS

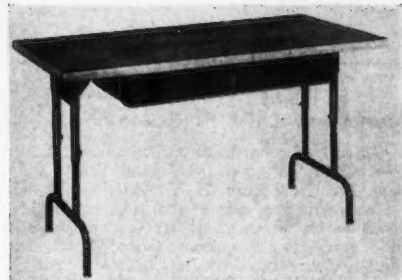
Fred Medart Products, St. Louis, Mo., recently has introduced their elementary school steel wardrobe line, "Medart Grade-Robes," with automatic group locking control and positive re-latching. A single key and latch handle provides the master control with which one person can lock or unlock an entire group of Grade-Robes. Pushing the handle down and turning the key automatically locks and pre-latches the group.

Grade-Robes are furnished assembled with any number of individual units up to 10. Each unit is 22 inches wide, 60 inches high without legs, and 15 inches deep. Three different interior arrangements are available. A teachers' wardrobe and a bookcase can be incorporated into the assembly.

Flush installation Grade-Robes can be furnished with or without legs, and special color enamel finishes are available.

For further information write: *Fred Medart Products, Inc., Section C.S.J., 3535 DeKalb St., St. Louis 18, Mo.*

(For Convenience Circle Index Code 080)



GRIGGS TABLE

ADJUSTABLE TABLES

A new adjustable table that quickly solves the height problem for classrooms has been introduced by the Griggs Equipment Company, Belton, Texas. The new Griggs Adjustable Table comes in three top sizes, 34 by 72 inches, 30 by 60 inches, and 24 by 48 inches. Table tops, of banded wood or unbanded plywood, are furnished with two, three, four, or six book compartments. All sizes of tops come in two height adjustments—one from 20 to 25, the other from 25 to 30 inches.

Ease of changing the height is a feature of the new table. An Allen screw device in each leg is loosened and the table top is adjusted to the desired height; bolts are then tightened and the table top is held in place rigidly.

For further information write: *Griggs Equipment Company, Section C.S.J., Box 630, Belton, Tex.*

(For Convenience Circle Index Code 081)

(Continued on page 72A)

Automatic
CLASSROOM SIGNALS
at LOW COST

Montgomery
PROGRAM TIMERS

- Stop button pushing!
- Assure punctuality!
- Cost little!

EASY TO INSTALL — EASY TO OPERATE

Montgomery Program Timers cost as little as \$86.25 and may be installed by your school electrician. Easily set to any schedule, fully automatic, but permit manual operation for special signals.

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Please send data on Montgomery Program Clocks.

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Outlast all others!

Unequaled for
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COMFORT • SAFETY

All with super-strength triangular-steel tubing construction and four steel cross braces shouldered and riveted.



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No matter *what* type of building is involved, look into Norton's "Inador" for interior applications! This Closer gives you the reliability, durability, low maintenance, and precision workmanship you've come to *expect* from Norton Liquid closers. But the "Inador" gives you beauty, too...isn't unsightly or bulky...is streamlined through its "Inador" construction to fit the needs of *modern* design! Yes, Norton "Inadors" can *take it* under severest use, and at the same time enhance the *appearance* of your building. Available in "Regular Arm" and "Holder Arm" models, which are distinguished by engineering "know-how" and finest materials!

Specify Norton—the name that's become the industry's *standard*—with confidence you've chosen something "special." Write for full information on the "Inador"—and *other* Norton closers—to:

**Check These Top-Quality
NORTON Features:**

- ✓ **Rack and Pinion Construction** gives uniform, positive checking at every point!
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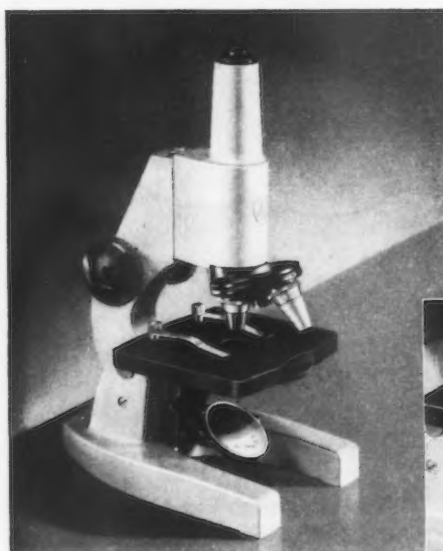
"Over 70 Years of Leadership in the Door Closer Industry"

New Supplies

(Continued from page 70A)

VICTOR SILENT 16

Victor Animatograph Corp., Davenport, Ia., announces its latest projector, the "Silent 16," for silent film viewing. The projector has a number of interesting features: reverse and stop switches for reviewing back sections or analyzing a single frame; lubrimate oil system; compensating film shoes; jewel tipped pawls for added wear; an optical system employing either 750- or 1000-watt lamp; fingertip rewind; and numerous safety devices for film protection.



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Even the student who has never used a microscope will find only the briefest explanation necessary in order to operate the low-cost No. 73. With this new microscope, teachers can devote more time to actual subject-matter—less to operation instructions!

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New Look

The No. 73's streamlined, uncluttered appearance will please the young student. Even the specially-designed 10X and 43X objectives, color-marked for easy identification, feature a new bullet-shape! Available with mirror or an attached substage illuminator.

Price

No. 73S Microscope, with 10X and 43X objectives, 10X eyepiece, just **\$109.00** ea. In lots of five or more, only **\$98.10** ea.

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For further information write: *Victor Animatograph Corp., Section C.S.J., Davenport, Iowa.*

(For Convenience Circle Index Code 082)

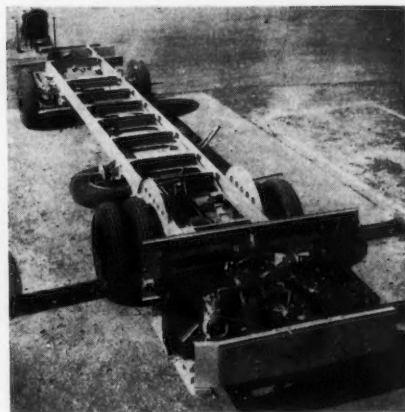
NEW FOLDING CHAIRS

Two additions to the Krueger line of portable seating, manufactured by Krueger Metal Products Co., Green Bay, Wis., are the Y-type, non-tipping frame styles. The new Series 80 features a tubular frame welded into a unit and reinforced at seat pivot points with vertical strengtheners. This chair has an extra large seat and an 8-inch deep backrest. Folding hinges are covered at all times.

Krueger Series 70 is similar to Series 80, but is constructed of heavy-gauge channel steel, with leg stretchers and braces of the same material.

For further information write: *Krueger Metal Products Co., Section C.S.J., Green Bay, Wis.*

(For Convenience Circle Index Code 083)



"SAFE-WAY" CHASSIS

SCHOOL BUS CHASSIS

Marmon-Herrington Co., Indianapolis, Ind., has announced a new transit-type chassis designed specifically for school bus service. Called the Safe-Way, the chassis has interesting features: it is designed with the engine in the rear, placing entrance door and driver well ahead of front wheels; the rear engine design allows 73 passengers on about the same wheel-base as that for a 55-passenger unit on a conventional chassis, reducing over-all length; the chassis has springs of the progressive transit-bus type, both front and rear; full air brakes rather than conventional hydraulic brakes are added; and other features. Three chassis lengths are available.

The new Safe-Way chassis was developed in co-operation with such leading school bus body builders as Superior, Wayne, Carpenter, Crown and Ward.

For further information write: *Marmon-Herrington Co., Section C.S.J., 1511 W. Washington St., Indianapolis, Ind.*

(For Convenience Circle Index Code 084)

GLASS-SEAL THERMOPANE

A new glass-to-glass sealed insulating window unit was announced recently by Libbey-Owens-Ford Glass Co., Toledo, Ohio. The new Glass-Seal Thermopane unit will be made in two wood sash sizes and two metal sash sizes. Those most popular in the panel window market. The units will be made with two lights of double-strength "A" quality glass with quarter-inch air space between them. The new Glass-Seal Thermopane units will have thickness of one-half inch and will be easy to glaze and handle in construction work.

For further information write: *Libbey-Owens-Ford Glass Co., Section C.S.J., Nicholas Bldg., Toledo 3, Ohio.*

(For Convenience Circle Index Code 085)

NEW IBM LECTERN

A new design lectern with push-button control of elevation and many other special features has been announced by International Business Machines Corp., New York. The top section of the lectern may be raised a total of 7 inches to proper height and its reading table may be tilted at various angles for reading convenience. The base section has two shelves which provide ample space for holding a tape recorder, amplifier, record player, or other equipment. The top section is removable from the base for use on a banquet table.

Features of the lectern include a clock, a (Continued from page 74A)

Better Grades • Better Work • Better Attitudes



NEW IOWA BREAKFAST STUDY REPORT

In recent studies at a distinguished medical school of a leading mid-west university, it has been shown (1), (2), (3) that the omission of the morning meal may result in the lowering of the mental and physical efficiency of young women, young men, and old men during the late morning hours. It was deemed important to determine if the same things hold true for boys 12-14 years of age. In order to determine this, physiologic responses of 25 healthy boys 12-14 years of age were critically observed for a period of 28 weeks (4).

The physiologic responses used to show any effects which the omission of breakfast might have on 12-14 year old boys were as follows: neuromuscular tremor magnitude, choice reaction time, maximum grip strength, grip strength endurance, maximum work rate, and maximum work output.

The attitudes and scholastic attainments of the boys were deducted from teachers' observations and records.

BASIC BREAKFAST. In order to show the effect of the omission of breakfast on the responses of the boys each

general diet plan was broken down into two periods as follows:

BASIC BREAKFAST PERIOD. During this time a breakfast was served which consisted of fruit, cereal, milk, bread and butter, which provided approximately one-fourth of the total caloric and protein requirement for each subject.

OMISSION OF BREAKFAST. During the period that the morning meal was omitted no food was allowed after 8:00 P.M. until lunch the following day.

FROM THESE EXPERIMENTS SEVERAL PRACTICAL AND SOUND CONCLUSIONS CAN BE DRAWN:

- Neuromuscular tremor magnitude, choice reaction time, grip strength and grip strength endurance were unaffected by the omission of breakfast.
- Maximum work rate and maximum work output were significantly less in the late morning hours during the period when breakfast was omitted.
- It was the consensus of the school authorities that the omission of breakfast exerted a significant detrimental effect both on the attitude and scholastic attainment of the boys who followed this practice during the time they were in school.
- The subjects showed no significant change in body weight whether they ate no breakfast or a basic cereal breakfast, so long as their total caloric intake per day was not changed.
- The conclusions drawn from the study of boys 12-14 years of age not only confirmed many of the findings which applied to young women and young and old men, but demonstrated that, for the most part, the good breakfast habit is a sound nutritional principle that applies to teen-agers and the young and old alike.

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- (1) Tuttle, W. W., Wilson, Marjorie, and Daum, Kate: Effect of Altered Breakfast Habits on Physiologic Response. *J. Applied Physiol.* 1:545, 1949.
- (2) Tuttle, W. W., Daum, Kate, Myers, Loraine, and Martin, Constance: Effect of Omitting Breakfast on the Physiologic Response of Men. *J. Am. Dietet. A.* 26:332, 1950.
- (3) Tuttle, W. W., Daum, Kate, Imig, C. J., Randall, Barbara, and Schumacher,

Mary T.: Effect of Omitting Breakfast on the Physiologic Response of the Aged. *J. Am. Dietet. A.* 28:117, 1952.

(4) Tuttle, W. W., Daum, Kate, Larsen, Rosemary, Salzano, John, and Roloff, Louise: The Effect of the Omission of Breakfast on the Physiologic Responses, Attitude, and Scholastic Attainment of Boys 12-14 Years of Age. *J. Am. Dietet. A.* 30:7, 1954.

This report is presented during the fourth annual September Better Breakfast Month by the Cereal Institute as a public service to aid in improving the nutritional health in your community.

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GLOBE BOOK COMPANY

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New Supplies

(Continued from page 72A)

timer with light warning signal, and side microphone mounts to allow for better view of the speaker. Five additional mounts provide for broadcasting and recording microphones. The lectern is constructed of walnut and all wiring is concealed.

For further information write: *International Business Machines Corp., Section C.S.J., 590 Madison Ave., New York 22, N. Y.*

(For Convenience Circle Index Code 086)

GRAUBARD'S UNIFORMS

Graubard's, Inc., Newark, N. J., announces approval of all their uniforms and blouses by the "Marilyn" Crusade. All garments will now appear with the blue Marilyn tag, which details the eight standards set for feminine apparel in the well-known crusade for decent dress. It also states: "This label is to be attached only to a dress which meets the Marilyn standards of modesty. The style number on the dress and on the tag attached must correspond."

For further information write: *Graubard's, Inc., Section C.S.J., 266 Mulberry St., Newark 2, N. J.*

(For Convenience Circle Index Code 087)

CERAMICS AID

A glaze selected by sight rather than by name is the objective of Glaze Selectors developed by Pemco Corporation, Baltimore, Md., producer of ceramic art materials. Each of three cards contains fired samples of the glazes in a particular group. Fired "buttons" are firmly mounted on a folding back card, under which are shown the Pemco numbers of the particular glazes.

Glaze Selectors cover Cone 06, Cone 010 and Engobes, and Pasgobes. Through use of the Selectors, the usual costly practice of purchasing glazes by name and number and then firing to secure permanent samples can be eliminated.

For further information write: *Pemco Corporation, Section C.S.J., Baltimore 24, Md.*

(For Convenience Circle Index Code 088)

PROJECTOR ATTACHMENT

The Charles Beseler Company, Newark, N. J., manufacturer of projectors and projector equipment, announces a new reduction attachment for use with all Vu-Lyte Opaque projectors. This recently developed accessory makes the Vu-Lyte even more versatile, the company claims. Copy can be projected on the screen with the image reduced to 30 per cent of the size of the original, thus becoming of greater use in art, science, and industrial courses.

In general, the degree of reduction depends upon the focal length of the lens being used. The manufacturer invites all inquiries on specific projection problems.

For further information write: *Education Division, Charles Beseler Company, Section C.S.J., 60 Badger Ave., Newark 8, N. J.*

(For Convenience Circle Index Code 089)

PFLAUM PREMIUMS

A series of nine posters of "Patron Saints for School Children" is the premium offer for classes subscribing for "Treasure Chest," national picture-story magazine. Classes subscribing 50 per cent or more will be eligible

(Continued on page 75A)

Ed Durlacher Presents

honor your partner

TEACHING AIDS

on pure vinylite phonograph records



SQUARE DANCES: CALLS AND TEACHING AIDS. Albums 1 through 4—Square Dance Records with calls and instructions by Ed Durlacher. "Walk-through" directions are presented in easy, progressive steps before the music and calls begin. By far the most popular square dance instructional records ever produced.



SQUARE DANCES: MUSIC ONLY. Album 5—Square Dance music without calls or instruction. Zestful, foot-tapping music for those who prefer to do their own calling.

COUPLE DANCES AND MIXERS. Album 6—Ed Durlacher's famous walk-through instructions make learning these dances a pleasure.



RHYTHMS. Album 7—Specifically designed to aid in the teaching of rhythms and music appreciation to the very young. Ed Durlacher teaches with a full orchestral background.

SQUARE DANCES: WITHOUT INSTRUCTIONS. Album 8—Easy-to-understand, jovial calls. Music with a perfect rhythmic beat. Eight of the country's most popular square dances.

All records are pressed on pure vinylite and are guaranteed against breakage.

OVER 10,000 SCHOOLS IN THE U.S. NOW USE

HONOR YOUR PARTNER TEACHING AIDS.

HONOR YOUR PARTNER

SQUARE DANCE ASSOCIATES

Square Dance Associates Dept. CSJ-1, Freeport, N. Y.

Gentlemen: I want to learn more about the HONOR YOUR PARTNER albums. Please send me a free descriptive folder.

NAME _____

ADDRESS _____

CITY _____

ZONE _____

STATE _____

Canadian Distributors: Thomas Allen, Ltd., 266 King Street West, Toronto 28, Ontario

New Supplies

(Continued on page 74A)

for the series, based on original drawings by Paul Eismann.

The premium for subscribing for the "Messengers" this year will be the full-color wall chart depicting the Five Glorious Mysteries of the Rosary. Classes subscribing 90 per cent or more for any one of the Messengers will be eligible.

For further information write: *George A. Pfau, Publisher, Inc., Section C.S.J., 38 W. 5th St., Dayton 2, Ohio.*

(For Convenience Circle Index Code 090)

SECO COVERED SINK

A new, all-coved, die-stamped sink is being introduced by the Seco Company, Inc., St. Louis, Mo. Die-stamped of 14-gauge stainless steel or galvanized after fabrication, the sink offers complete sanitation with every outside corner rounded and every inside corner coved on wide radiuses.

Drainboards are fluted for drainage and pitched to the sink. Bowls are designed for complete drainage with no pockets, and are equipped with a duo-strainer type drain. Pipe legs have stainless steel adjustable feet. All sinks can be furnished with electric or gas heater in one compartment for sterilizing. Available in 24 models with integral drainboards and bowls to fit all specifications.

For further information write: *Seco Company, Inc., Section C.S.J., 5206 S. 38th St., St. Louis, Mo.*

(For Convenience Circle Index Code 091)

ALPHACOLOR CRAFTMIX

The Weber-Costello Company, Chicago

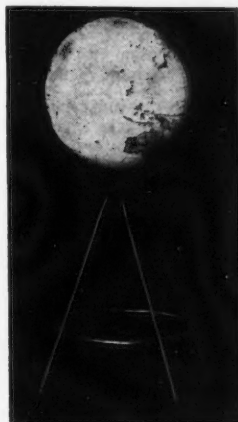
Heights, Ill., manufacturers of Alphacolor art materials, have announced the introduction of Alphacolor Craftmix. This new mixing medium is intended for use with Alphacolor Dry Pigment. The product is a white, creamy material that mixes quickly and easily with Alphacolor Dry Pigment to make an attractive, waterproof, glossy paint that can be applied to a wide range of surfaces in many ways.

Craftmix is set by applying heat, whether by oven, lamp (infrared or ordinary), or iron. The product is available in four-ounce and pint jars.

For further information write: *Weber-Costello Company, Section C.S.J., Chicago Heights, Ill.*

(For Convenience Circle Index Code 092)

GLOBE STANDS



The Weber-Costello Company, Chicago Heights, Ill., has introduced two models of wrought iron stands for the W-C world globes—a floor model and a table model.

The floor model is 35 inches high with a large, colorful 14-inch globe; the functional design of the inverted cone-shape wrought iron stand affords stability.

Table model stand is 14 inches high and holds a 12-inch globe.

All globes are precision manufactured, the product of cartographers and craftsmen.

For further information write: *Weber-Costello Company, Section C.S.J., Chicago Heights 16, Ill.*

(For Convenience Circle Index Code 093)

FOLDING CHAIR ACCESSORY

American Seating Company, Grand Rapids, Mich., has announced the availability of four new accessories to their folding chairs, one of which is a steel-rod book rack for attachment to the back leg stretchers.

Six models in the American line can adopt the new accessory. They are Models 56 and 57 with padded seats, recently announced Models 60 and 61, and Models 53 and 54 with shaped-steel and birch plywood seats.

For further information write: *American Seating Co., Section C.S.J., Grand Rapids, Mich.*

(For Convenience Circle Index Code 094)

AMPRO COMBINATION SETS

The introduction of two combination tape recorder-radio models is announced by Ampro Corp., Chicago. The Ampro Celebrity and Hi-Fi tape recorder-radio combinations feature completely automatic recording of radio programs.

The instrument's built-in radio utilizes the tape recorder's precision amplification system to provide tonal quality superior to standard radio sets. Operation of the tape recorder has been simplified by an all-electronic recording and playback system. Flexibility of the units

(Continued on page 77A)

Snowwhite Apparel helps girls grow into graceful ladies



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

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GYM SUITS
SWEATERS**

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Suit shown is a new model No. 268 "Easy-on."

Here's a colorful and comfortable all-sports suit designed to slip on and off in a jiffy. Tunic style with colored metal grippers from neckline to hem. Matching elastic leg bloomer. Deep pleated action back, flared skirt, attached belt with non-rust buckle, pocket and action styled sleeve.

In Sanforized Cadet Blue, Jade Green, Yellow or White at only \$4.95.

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GRAND RAPIDS, MICH.

**THIS BALANCED COMBINATION
IS SAVING EYES AND HELPING
TEACHERS**



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 - BETTER WRITING
 - BETTER ERASING

Litesite is a refreshing green. Visually correct, it adds to classroom lightness and brightness. Easier on students' eyes—better response. Litesite is available in Hyloplate, Sterling and Hyloprest—three highest quality chalkboards.

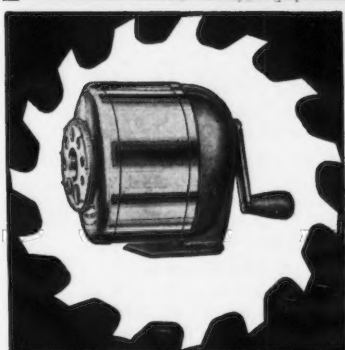
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A golden ivory chalk which provides a soft, restful eye-saving harmonious contrast when used on Litesite Chalkboard. Cleaner, writes more smoothly, erases more easily. Any chalk can be used on Litesite, but Alphasite is "tailor made" for it.

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Saves time — prevents waste . . . cuts clean . . . never scrapes . . . Hence no broken points. Good looking . . . long lasting . . . low cost. Makes your school budget go farther. Bostons are "Trouble Free" Pencil Sharpeners.



C. HOWARD HUNT PEN CO.

CAMDEN, NEW JERSEY

Please send me your Free Service Manual on Pencil Sharpeners.

Name

Address

City Zone State

New Supplies

(Continued from page 74A)

enables users to record in a variety of situations at the touch of two "piano-key" controls.

For further information write: *Ampco Corporation, Section C.S.J., 2835 N. Western Ave., Chicago, Ill.*

(For Convenience Circle Index Code 095)

HEATING CONTROL FEATURES

A triple-featured heating control system has been developed for schools that provides control of temperatures in individual classrooms, at the same time permitting the principal to maintain push-button supervision over conditions through the use of a master control panel. Designed by the Minneapolis-Honeywell Regulator Co., Minneapolis, the system also doubles as a fire alarm.

The thermostat is an adaptation of Honeywell's individual classroom control instrument. Individual thermostats are wired to the master panel in the principal's office or some other convenient location. Thermostats include a sensitive fire-detecting element and relay



MASTER PANEL

which sounds an alarm and indicates on the master control panel the exact location of the blaze.

The new equipment can be installed with most pneumatic control systems which utilize individual classroom thermostats.

For further information write: *Minneapolis-Honeywell Regulator Co., Section C.S.J., Minneapolis 8, Minn.*

(For Convenience Circle Index Code 096)

RECESSED HAND DRYER

The Electric-Aire Engineering Corp., Chicago, Ill., has introduced a new electric hand dryer designed for recessed installation in washrooms. Projecting 3¼ inches from the wall, the "C" Model Recessed Hand Dryer is installed in a steel box set into the wall during construction. Dryer mechanism and cover plates are installed after wall completion.

Featured improvements of the new dryer are: increased air velocity and volume, a permanent air filter that can be quickly brushed without removing, touch action starter bar, new revolving air jet baffle for convenient face and forearm drying, and others. Improved engineering techniques have permitted the new "C" Model Recessed Hand Dryer to be mass produced with all parts interchangeable.

For further information write: *Electric-Aire Engineering Corp., Section C.S.J., 209 W. Jackson Blvd., Chicago 6, Ill.*

(For Convenience Circle Index Code 097)

(Continued on page 78A)

DOLCOWAX

FOR BEAUTIFUL FLOORS

Plus IMPROVED SLIP-RESISTANCE

Your school's floors deserve the finest finish — and DOLCOWAX premium quality floor wax provides the soft, lovely sheen which so greatly improves the appearance of classrooms, offices, and halls. Its self-polishing lustre actually improves under traffic. Long-wearing service makes DOLCOWAX truly economical. May be used on any type of flooring.

NOW, the safety element of SLIP-RESISTANCE has been "built into" DOLCOWAX, to reduce the danger of falls. DOLCOWAX is approved by Underwriters Laboratories as a slip-resistant wax.

Easily applied, DOLCOWAX leaves a hard, durable glossy film of long-lasting beauty—with anti-slip protection!

Write for floor finish literature and see your
**DOLGE SERVICE
MAN.**

For free sanitary survey of your school, consult your Dolge service man.

Dependable
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Here's a Secret We'll Share With You

It's the secret of the home-made goodness in Sexton preserves and jellies: we cook the finest fruits in small batches and extra s-l-o-w-l-y. "Just like mother used to make."

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all States

New Supplies

(Concluded from page 77A)

CATALOGS AND BOOKLETS

Griggs' new No. 54-E school seating catalog, recently issued, contains 40 pages of their complete seating line. Copies are available to any school official from: Griggs Equipment Co., Section C.S.J., Box 630, Belton, Tex.

(For Convenience Circle Index Code 098)

The 4-way advantages of using Wyandotte Anti-Slip Floor Wax are outlined in a new folder, C-565, containing directions for floor waxing as well as a way to prevent spoilage of water emulsion waxes. Available free, from: Wyandotte Chemicals Corp., Section C.S.J., Wyandotte, Mich.

(For Convenience Circle Index Code 099)

A new 12-page catalog showing a complete variety of treads, thresholds, and miscellaneous accessories, and the metal in which they are available, is obtainable free upon request to: Wooster Products, Inc., Dept. S 4, Section C.S.J., Wooster, Ohio.

(For Convenience Circle Index Code 0100)

"P. C. Glass Blocks for Industrial, Commercial, and Public Buildings," is a new 24-page catalog designed as a reference manual for architects, engineers, and contractual personnel. Information on physical performance; technical data on light transmission, insulation values, installation detail drawings, accessory materials and complete specifications are fully covered. Copies may be obtained by writing: Pittsburgh Corning Corp., Section C.S.J., One Gateway Center, Pittsburgh 22, Pa.

(For Convenience Circle Index Code 0101)

The Cereal Institute offers free copies of "A Résumé of the Findings of the Iowa Breakfast Studies," which describes the effects of altered breakfast habits in experiments conducted jointly by the Departments of Physiology and Nutrition at a prominent medical school. Address the Cereal Institute, Inc., Section C.S.J., 135 S. La Salle St., Chicago 3, Ill.

(For Convenience Circle Index Code 0102)

MANUFACTURER'S NEWS

The Industrial Designer's Institute, Chicago, has awarded its 1954 medal for outstanding furniture design to Dave Chapman. Mr. Chapman is the designer of the new Brunswick-Balke-Collender line of school seating.

FEATURES IN THE MESSENGERS

Catholic Civics Clubs in Catholic elementary schools are sponsored by the Commission on American Citizenship of the Catholic University of America. The 1954-55 theme for the Clubs is the material interdependence of all men. This theme will be developed for the schools in a series of articles in the *Young Catholic Messenger* with additional information and guidance for teachers in the Study Guides published as supplements to the *Messenger* series.

A special feature of the Confraternity editions of the *Messenger* will be a 30-week course in preparation for Confirmation, following the Baltimore Catechisms.

The *Junior Catholic Messenger*, the *Messenger* edition for grades 3-6, completed the twentieth year of its publication with issue No. 34 of the 1953-54 school year.

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- For all Projectors
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Model T-200X-C (shown) speaker shelf and extra utility shelf.
Size: 16"x30"x36" high... \$42.00
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Olive gray — Baked enamel
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- ✓ New, more convenient format to make it suitable as either a desk or wall calendar
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- ✓ Provides directions from the Ordo and instructions for the use of the Missal and for the Little Hours of the Divine Office
- ✓ Offers brief explanations for principal feasts to help user understand the Liturgy of the day. (Available in October)

Single copies, \$1.00; five or more, 80¢ each.

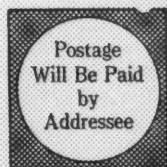
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